

Topic/Theme	Stories People Tell		Great Fire of London	Where in the World	Giants, Beanstalks and Castles	Giants, Beanstalks and Castles
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook	Scavenger Hunt in Forest School to find characters/quote Read the story of the Snail and the Whale. Make snail habitat Create clay snails	Continuation of topic	Surprise box: what do you think is inside? Reveal inside the box is a bag of flour and a baker's hat. What is it? Who could it belong to? Make bread rolls	Passports Weekly visits to 4 focus counties in a celebration lesson - incl tasting food/drink from that country. BIG QUESTION - What are the differences between our community and other cultures and countries around the world?	BFG Suitcase landing in the playground- Summer 1 Hook Lanyard for Knight School- Summer 2 Hook	
Key Literature	Julia Donaldson: <i>The Gruffalo, Room on the Broom, The Snail and the Whale</i> Anthony Browne: <i>Willy the Wimp, Little Beauty, Gorilla, Into the Forest</i> Eric Carle: <i>The Very Hungry Caterpillar, The Bad-Tempered Ladybird, The Tiny Seed,</i>	<i>Roald Dahl: The Magic Finger combined with the power of reading text sequence.</i>	A variety of information texts about the GFoL The Great Fire of London - 350th Anniversary of the GFoL of 1666 <i>Emma Adams and James Weston Lewis</i> Toby and the Great Fire of London - Margaret Nash	<i>Lila and the secret of rain</i> <i>Rainbow Bird</i> - To be read during Australia week <i>Meerkat Mail</i> <i>Sometimes I Feel Like a Fox</i>	The BFG Roald Dahl Jack and the Beanstalk by Stephen Kellogg – various versions of the story. Other books about giants	

	<i>The Smartest Giant in Town</i> Roald Dahl: The enormous crocodile, Charlie and the Chocolate Factory					
First-hand experiences	Trip to Central Library	Reading Cafe to celebrate end of topic	Hook - making bread rolls Children to build model Tudor houses and as a class burn them to recreate the fire .Visit to the local fire station OR they come to visit the school	Weekly - see above Make passports - weekly go to passport control and have passports stamped and greet children in native language/words Australia - dot painting, fairy bread, drawing Australian animals, colour in flag Sri Lanka - tasting ceylon tea, drawing animals, colour in flag Mexico - tasting corn/wheat wraps and comparing the taste, drawing animals, colour in flag Italy - tasting gelato (ice cream), colour in flag Visit to Mosque - link to RE week	Planting and growing. Trumpington allotments. Keeping weekly records of our growing plants and measuring the length of the growing plant each week.	Visit to Mountfitchet Castle.

<p>English Reading</p>	<p>Comparing the style and choice of vocabulary in different texts. Deducing, inferring and interpreting information, events and ideas, and explaining and commenting on writers use of language, literary features, etc.</p>	<p>Continued focus on retrieving information. Explore inference and comparing different texts.</p>	<p>Retrieval of information to answer questions. Compare and contrast narratives.</p> <p>Diary entries from Samuel Pepys Banded books Information texts (variety of - could include GFoL and others)</p>	<p>Relate texts to their, cultural and historical contexts and literary traditions. Explore the use of language to create setting and describe a landscape. Making comparisons between settings and stories.</p>	<p>The BFG Jack and the Beanstalk Weekly Library visits</p> <p>Guided reading; Dazed DreamJars/ Knowing Knights/ Friendly Giants/ Brainy Beanstalks/ Mysterious Magic Beans</p>	<p>Knight in Training A poem a week: Children to develop knowledge and be able to read and recite a range of poetry and to comment on what they like dislike.</p>
<p>English Writing</p>	<p>Letter to Anthony Browne; the features of a letter, writing a letter to one of the authors about the books. Re-telling a narrative using Talk for Writing plan to develop setting and story. Using adjectives and adverbs to add detail. How writers use different types of sentences to create suspense, meaning, interest and detail. Portal Story. Mentor text: The Tunnel by Anthony Browne.</p> <p>Book Reviews</p>	<p>How to develop setting - looking at examples of how different authors have created the setting, describe the landscape,</p>	<p>Diary entries based on being in the fire. Children to explore the features of a diary entry, read various extracts from Samuel Pepys and then create their own diary entry as a bystander/Thomas Farriner.</p> <p>Non-chronological reports</p>	<p>Narrative A narrative based on a story from another country not necessarily using TFW to ensure that expected and GD children get to be more creative in their writing.</p> <p>Possibly use something from the Literacy Shed to inspire the writing.</p> <p>Poetry</p>	<p>Developing own character of a giant. Creating Swag bag of words. Creating a good and a bad character – how to use description. Keeping a plant diary – recording observations and data.</p>	<p>Recounts and Poetry- A poem a week - developing knowledge and to be able to recite a poem.</p>

English speaking and listening	Verbal comparison of different authors, illustrators, writing devices. Children learn to have effective “book talk” in reference to stories we have shared in class.	Talk 4 Writing	Discussion of questions relevant to GFoL - can be done throughout topic Guided reading - weekly opportunities for this Hot seating - Samuel Pepys? Thomas Farriner?		Talk 4 writing- Jack and the Beanstalk Rehearsing Story maps	rehearsing and editing story maps
Maths	<p>Place value</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to</p>	<p>Continue Subtraction (based on needs of the cohort)</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Multiplication and division (particularly 2, 5 and 10 times tables) - recalling them fluently and solving calculations outside these times tables.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables</p>	<p>Measurement - Time</p> <p>Compare and sequence intervals of time.</p> <p>Tell and write the time to <i>five minutes (15 at this point)</i>, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Fractions</p> <p>- count $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$,</p>	<p>Measures; Length capacity mass. Add and subtract.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g); to the nearest appropriate unit, using rulers, scales.</p> <p>Choose and use appropriate standard units to estimate and measure temperature (°C) and capacity (litres/ml)</p>	<p>Review of key topics</p> <p>Addition and Subtraction Review</p> <p>Geometry review- X and /</p> <p>Focus on remembering methods to use; arrays and PPW models</p> <p>Time- extend to 5 minutes; counting by 5s</p>

	<p>100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.</p> <p>Adding and subtracting (three single digit numbers, two digit numbers and ones, two digit numbers and tens, two two digit numbers)</p> <p>Solve one-step problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive</p>	<p>Measurement - Money</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	<ul style="list-style-type: none"> - fractions of quantities - fractions of shapes - What is $1\frac{1}{2} + 1\frac{1}{4} = ?$ <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.</p> <p>Geometry - Position and Direction</p> <p>Order and arrange combinations of mathematical objects in patterns.</p> <p>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and</p>	<p>using thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>Revision of key topics</p> <p>Commutative law. Fast and efficient recall of number bonds/properties of number 1-20 and how to apply patterns and sequences when working with larger numbers e.g. 100s, 1000s.</p> <p>Recall and use multiplication and division facts. SATs QLA a problem a day. Understanding the question solving problems.</p>	
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	<p>and use related facts up to 100.</p> <p>Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers.</p>		<p>Ask and answer questions about totalling and compare categorical data.</p>	<p>anti-clockwise), and movement in a straight line.</p> <p>Geometry - Properties of Shape</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>		
<p>Maths Mastering Number with NCETM (additional daily Maths alongside</p>	<p>Subitising</p> <p>Develop conceptual subitising skills as they become more familiar</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have already explored the</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have</p>	<p>Subitising</p> <p>Continue to conceptually subitise the numbers 11–19 using a range of</p>	<p>Subitising</p> <p>Revisit previous activities which develop their subitising skills.</p>	<p>Subitising</p> <p>Revisit previous activities which develop their subitising skills.</p>

<p>the main focus above)</p>	<p>with patterns made by numbers within 10 and understand their composition.</p> <p>Use perceptual and conceptual subitising when using a rekenrek.</p> <p>Cardinality, Ordinality and Counting</p> <p>Explore the linear number system within 10, looking at a range of representations.</p> <p>Compare number tracks and number lines and explore the use of 'midpoints' to enable them to identify the location of other numbers.</p> <p>Composition</p> <p>Focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth.</p> <p>Explore the composition</p>	<p>composition of.</p> <p>Cardinality, Ordinality and Counting</p> <p>Review the linear number system as they compare numbers.</p> <p>Composition</p> <p>Continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers.</p> <p>Comparison</p> <p>Compare numbers within 10, linking this to their understanding of the linear number system.</p> <p>Use the inequality symbols to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than'.</p> <p>Draw on their knowledge of number bonds to answer questions in the form: True or false?</p>	<p>already explored the composition of, including 'teen' numbers when they have reviewed the composition of 11–19.</p> <p>Composition</p> <p>Review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this.</p> <p>Addition and Subtraction/Number Facts</p> <p>Focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations.</p> <p>Review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways.</p> <p>Apply their knowledge of the composition of 11–19 to calculations in</p>	<p>representations, which expose the structure of these numbers as 'ten and a bit'.</p> <p>Cardinality, Ordinality and Counting</p> <p>Revisit the structure of the linear number system within 20, making links between the midpoints of 5 and 10, and 15.</p> <p>Composition</p> <p>Review the composition of odd and even numbers, linking this to doubles and near doubles.</p> <p>Comparison</p> <p>Continue to compare numbers within 20, including questions which use the symbols +, <, >, or =</p> <p>Addition and Subtraction/Number Facts</p> <p>Draw on their knowledge of the linear number system and apply this to calculations involving 1 more and 1</p>	<p>Cardinality, Ordinality and Counting</p> <p>Review the linear number system to 100, applying their knowledge of midpoints to place numbers on a structured number line – they will identify the multiples of 10 that come before and after a given number.</p> <p>Composition</p> <p>Revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.</p> <p>Comparison</p> <p>Reason about equalities and inequalities using equations and answering questions, such as:</p> <p>True or false? $5 + 3 = 6 + 2$ $9 + 4 > 9 + 5$ $9 + 6 < 10 + 5$</p> <p>This will help them become fluent in the use of the inequality symbol as well as practising their number bond knowledge.</p> <p>Addition and Subtraction/Number</p>	<p>Composition</p> <p>Revisit previous activities which develop their understanding of the composition of numbers within 10 and 20.</p> <p>Addition and Subtraction/Number Facts</p> <p>Develop their fluency in additive relationships within 20, using a range of activities and games and revisiting previously taught strategies where necessary.</p>
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	<p>of odd and even numbers, identifying that even numbers are made of 2s and odd numbers have ‘an extra 1’ – they will link this to the ‘shape’ of these numbers.</p> <p>Addition and Subtraction/Number Facts</p> <p>Link their growing understanding of the composition of numbers within 10 to the related additive facts, including adding 2 to an odd or even number.</p> <p>Practise recalling facts in a variety of ways, including through solving simple picture problems and completing equations with a missing sum or addend.</p>	<p>$5 + 3 > 7$</p> <p>Addition and Subtraction/Number Facts</p> <p>Continue to practise recalling additive facts for numbers within 10, using a range of equations, games and picture problems.</p>	<p>which 10 is a part.</p> <p>Apply their knowledge of composition to facts involving 3 addends.</p>	<p>less, and pairs of numbers with a difference of 1.</p> <p>Use their understanding of the composition of odd and even numbers to find doubles and near doubles.</p> <p>Apply known facts to calculations involving larger numbers, e.g. $5 + 2$, $15 + 2$, $25 + 2$.</p>	<p>Facts</p> <p>Become fluent in a range of strategies involving calculations within 20, using ‘make 10’ strategies to add, and subtracting through the tens boundary.</p> <p>Practise recalling number bonds through a range of activities and games which will encourage them to reason about sums and differences.</p>	
Science	<p>Animals and their habitat:</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Animals including humans:</p> <p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and</p>	<p>Materials:</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects</p>		<p>Plants:</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	

	<p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Notes: discussing how habitats are suited to certain animals. How animals are adapted to the environment in which they live. Identifying and grouping common animals and plants. What do living things need? Exploring habitats in the school environment. Compare different habitats.</p>	<p>describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notes: Animal habitats Observing the life cycles of different animals Facts files Food chains</p>	<p>made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Notes: Grouping properties of materials</p> <p>Discussing which material would be best for building houses - link to GFoL and how the houses were made of wood and how they are now made of brick because of the fire</p> <p>Link to DT - building Tudor houses and burning them</p>		<p>healthy</p> <p>The children will learn about the basic needs of plants and how they are important for germination and growth. They will have various opportunities to carry out experiments. They will measure and record the growth, and development of a bean over time. Recording data and making observations</p>	
Computing	Computing Systems and Networks		Programming: Robot Algorithms	Simulation: Real World Modelling	Creating Media: Presentations	Programming: Quizzes

	Digital Literacy: Staying Safe Online Creating Media: Digital Photography Digital Literacy: Follow the Digital Trail		Digital Literacy: Screen out the Mean	Digital Literacy: Using Keywords	Digital Literacy: Sites I Like	
Art and Design	<p>The use of illustration in picture books. Anthony Browne's illustrations of Alice in Wonderland (?)</p> <p>How do words help to create a picture?</p> <p>Creating our own illustrations exploring a range of media: collage, watercolour</p>	<p>Studying tone: light and dark - Day and Night pictures based on Van Gogh.</p>	<p>Scaled/zoom out collage of GFoL:</p> <p>Looking at and discussing art from Jan Griffier, Lieve Verschuier, The Monument from Gracechurch street</p> <p>Children to explore using different materials to create a zoomed out story of the fire.</p>	<p>Types of paint Colour mixing</p> <p>Drawing - types of animals from different countries (Aboriginal Art, Rangoli Paintings, Warli paintings and Amate paintings)</p>	<p>Looking at patterns and symbols used on shields in the past; Designing and creating shields.</p> <p>Explore the Bayeux Tapestry and how it is used to tell a story.</p> <p>Look at castle engravings and use polystyrene to create similar prints.</p>	

			<ol style="list-style-type: none"> 1. drawn picture of baker at work 2. drawing of Tudor house that is stuck onto baker picture and opens up in the middle 3. collage of silhouette tudor houses and fire that is stuck over tudor house <p>(see medium term plan for more detail)</p>			
Design technology	<p>Making a diorama of a habitat.</p> <p>Children to use their learning from science about habitats and animals to design a diorama. They will plan it by drawing,</p>		<p>Children to look at and discuss Tudor houses from 1666.</p> <p>What do they look like? How are they different from the houses we live in today?</p>		To be taught in Summer 2	<p>Creating a medieval banquet. Designing and making a coat of arms – making a cup/goblet</p> <p>Banquet day (celebration)</p>

	then use various resources to make it over a period of lessons.		What are they made of? Children to design and build their own Tudor house using various materials (cardboard boxes, paper) and burn them as a class to recreate the fire.			Learn about shields - why they are used, designs etc Design shield Construction of sword/shield Use shields and sword to battle safely in topic celebration
History	My family history - who am I? Personal timelines. Children explore what a personal timeline is, looking at examples from famous people and a person they know. Children to learn what significant life events are so they can create their personal timeline and extend it to show what they hope to achieve as they grow up.		History of how the fire started etc How did it start? Where was it? How long did it go on for? Who did it affect? Who were significant people that were alive then? How it has affected life now How has it affected our life today? How has the fire service changed? Comparison of fire equipment from 1666 and today. Discussion of how they would have used it to put the fire out and how it could have been different today.		Queen Elizabeth I, Queen Elizabeth II Peasants, pageantry and princesses life in a medieval castle. Life in a castle today. Jobs in the castles	

Geography		Comparing a UK place with a non-european place. Using knowledge of human and physical features to complete the comparison.	Reinforcing that London is the capital of England. Showing the children maps of London and where the fire was/spread. Link this to the four countries in the UK; capital cities and looking at maps.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		Maps symbols and co-ordinates Creating a story map for the BFG. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key.
Music	Singing & Performing. <ul style="list-style-type: none"> Children will build on their knowledge of the Solfa scale, learning to sing simple songs in Solfa form. Children will also recap kodaly rhythms (ta, 	Singing <ul style="list-style-type: none"> Sing in a Nativity. Learning melodies and rounds for Carols and Winter songs. Performing as a choir, reading signals from a conductor. 	Improvise & Compose. <ul style="list-style-type: none"> Children will learn to write simple four-beat rhythms using kodaly rhythm format (ta, tete, tikatika) and perform in an ensemble in 	Listening <ul style="list-style-type: none"> Exploring music from different parts of the world. Children will listen to and identify key characteristics of different world music as well as learning 	Composing <ul style="list-style-type: none"> Children will work in groups to compose a short piece of music using tuned and non-tuned percussion and voices. Children must demonstrate transcription ability by 	Singing, Playing & Composing. <ul style="list-style-type: none"> Children will focus on ensemble singing and performing Using all

	<p>tete, tikatika) and apply them in body percussion. (tapping, clicking, marching, stamping etc).</p>	<ul style="list-style-type: none"> Children will also use percussion to accompany nativity songs with simple rhythms. <p>Listening to music from different countries.</p>	<p>the style of a samba band.</p> <ul style="list-style-type: none"> Children will start to experiment with the idea of improvisation by making up four beat rhythms on the spot to a pulse. 	<p>traditional songs from around the world.</p> <ul style="list-style-type: none"> Introduction to 'timbre'. How can we describe the sounds of these instruments (Using adjectives)? 	<p>writing out one part of their composition (Using kodaly rhythms or their own method).</p>	<p>skills acquired prior, they can work as a large ensemble using percussion (tuned & non-tuned), voices and digital instruments to accompany each other performing traditional songs or composing their own work.</p> <p>Collecting glorious and terrible sounds (<i>'Such wonderful and terrible sounds I is</i></p>
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						hearing!')	Listening to medieval music/Different instruments - learning about them/perform created music
RE	Judaism - What is important for Jewish people? Children explore Christianity through understanding the Christmas story and explore why it is an important festival. Compare Christianity to other festivals of light (eg Holi). Children then perform a Christmas play as a cohort (year 2 act and year 1 are the choir).	RE week - How do people worship? Look at Christianity, Sikhism, Islam Visit to local Mosque	What is important for Muslims?	How does the Khalsa influence the lives of Sikh families? Explore broader key concepts of the Sikh faith.	What artefacts are important to religions?		
PSHE	Rights, Rules and Responsibilities My Emotions Anti-bullying	Working Together Financial Capability	Sex and Relationships Education	Managing Risks and Personal Safety Jack was no better than the Giant? The Giant was no better than Jack? - debate	Healthy Lifestyles Intro to Knight school- what is a squire? Virtue of a knight -bravery -kindness -honesty -courage -justice -forgiveness -generosity		

						-acceptance (tolerance) Create own motto as a knight/Code of conduct Knight school: focus on kindness-helping others in need/focus on honesty
PE	Multi skills and Health Related Fitness	OAA and Fundamentals	Gymnastics and Dance	Gymnastics and Yoga	Athletics and Fundamentals	Athletics and dance
Spanish	Numbers Seasons Pets Christmas		My pencil case Days of the week Festivals: La Semana Santa		Shapes Festivals Months	