

	Key Genres: Non – fiction: Instructions – bread Biography – Samuel Pepys Great Fire of London: Newspaper article Descriptive writing Diary entry	Key Genres: - Retelling - Instructions – how to play... - Diary entry - Invitations	Key Genres: - Biography (Beatrix Potter) - Advert – Lake District - Persuasive writing	Key Genres: - Leaflet – how to take ca chicks - Riddles - Blog/diary/recount
	Poetry (Perfect Poetry – Chris Quigley): Colour – Christina Rossetti The Owl and the Pussy-Cat – Edward Lear The Hairy Toe - anonymous			
Mathematics	Number: place value Number: addition and subtraction	Measurement: length and mass Graphs Multiplication and division White Rose assessment	Measurement: money Geometry: properties of shape	Number: fractions

	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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>grow into adults</p> <ul style="list-style-type: none"> Find out about and describe the basic need of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic need of animals, including humans, for survival (water, food and air)
Art and Design	<p>Artist study – Wassily Kandinsky Using different materials – charcoal, watercolour, tissue paper</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours. Create colour wheels. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<p>Playing card people 'Curiouser and curiouser' bottle pictures</p>	<p>William Morris/Monet <u>Learning objectives:</u></p> <ul style="list-style-type: none"> Mimic prints from the environment. (e.g. wallpapers) Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. <p>Beatrix Potter landscapes <u>Learning objectives:</u></p> <ul style="list-style-type: none"> Respond to ideas and starting points. Add white to colours to make tints and black to colours to make tones. 	<p>Chicks <u>Learning objectives:</u></p> <ul style="list-style-type: none"> Show pattern and texture adding dots and lines. Show different tones by coloured pencils.

	<p>links)</p> <p>Typing skills (literacy links)</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Use a range of applications and devices in order to communicate ideas, work and messages.</i> 	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Use simple databases to record information in areas across the curriculum</i> 	<p><i>rules for sites.</i></p>	<p><i>media accounts.</i></p>
Design and Technology	<p>Great fire of London Bread and Tudor houses.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Measure or weigh using measuring cups or electronic scales.</i> • <i>Assemble or cook ingredients.</i> • <i>Suggest improvements to existing designs. (Tudor artefacts.)</i> 	<p>Alice in Wonderland Moving teacup</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Explore objects and designs to identify likes and dislikes of the designs.</i> • <i>Use materials to practice drilling, screwing gluing and nailing to make and strengthen products.</i> 	<p>Beatrix Potter and William Morris. Carrot cake, William Morris fabric prints</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Measure or weigh using measuring cups or electronic scales.</i> • <i>Assemble or cook ingredients.</i> • <i>Suggest improvements to existing designs. (Wallpaper designs.)</i> 	<p>Chicks Design a hen house (linked to sci</p>

			<p><i>and the key human and physical features of its surrounding environment.</i></p> <ul style="list-style-type: none"> • <i>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</i> • <i>Identify land use around the school.</i> • <i>Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map.</i> • <i>Devise a simple map, and use and construct basic symbols in a key. Use simple grid reference. (A1, B1)</i> <p>• <i>Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</i></p>	
	<p>Continuous teaching of Geographical skills throughout KS1:</p> <p>To communicate geographically.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop. 			
History	<p><u>The Great Fire of London</u></p> <p>Events beyond living memory – The great fire of London. Samuel Peeps</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Describe Historical events</i> • <i>Observe or handle evidence to ask questions and find answers to questions about the past</i> 		<p><u>Significant Individuals</u></p> <p>Beatrix Potter</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • <i>Use artefacts, pictures, stories, online sources and databases to find out about the past.</i> • <i>Identify some of the different ways the past has been represented.</i> <p>National Curriculum:</p> <ul style="list-style-type: none"> - The lives of significant people 	

	<ul style="list-style-type: none"> • Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 			
Music	Monday (9:15-10:45 45mins each) with Sarah.	Monday (9:15-10:45 45mins each) with Sarah	Monday (9:15-10:45 45mins each) with Sarah	Monday (9:15-10:45 45mins each) with Sarah
PE	Sport – Football Real PE – Unit 1 Personal Skills	Sport – Ball games, throwing and catching Real PE – Unit 2 Social Skills	Sport – Dance/ Gym Real PE – Unit 3 Cognitive Skills	Sport – Sportshall Athletics (Miss O'Brien) Real PE – Unit 4 Creative skills
PHSCE	<p><u>Physical health and wellbeing: What keeps me healthy?</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • <i>about eating well</i> • <i>about the importance of physical activity, sleep and rest</i> • <i>about people who help us to stay healthy and well and about basic health and hygiene routines</i> 	<p>WC – 14th Nov Anti-Bullying Week</p> <p><u>Mental health and emotional wellbeing: Friendship</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • <i>about the importance of special people in their lives</i> • <i>about making friends and who can help with friendships</i> • <i>about solving problems that might arise with friendships</i> 	<p><u>Sex and relationship education: Boys and girls, families</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • <i>to understand and respect the differences and similarities between people</i> • <i>about the biological differences between male and female animals and their role in the life cycle</i> • <i>the biological differences between male and female children</i> • <i>about growing from young to old and that they are growing and changing</i> • <i>that everybody needs to be cared for and ways in which they care for others</i> • <i>about different types of family and how their home-life is special</i> 	<p><u>Sex and relationship education: Boys and girls, families</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • <i>to understand and respect the differences and similarities between people</i> • <i>about the biological differences between male and female animals and their role in the life cycle</i> • <i>the biological differences between male and female children</i> • <i>about growing from young to old and that they are growing and changing</i> • <i>that everybody needs to be cared for and ways in which they care for others</i> • <i>about different types of family and how their home-life is special</i>
RE/Christian Value	Christian Value – Thankfulness Old Testament stories	Christian Value – Friendship Christmas	Christian value – Trust What is the new Testament?	Christian value – Forgiveness Easter
French	Numbers 1-12 Harvest/Fruit	Comparing Celebrations Christmas	Greetings Role Play	Instructions