

Park Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Great Fire of London	Around the World	Hot and Cold	Look After Me	Space Race	Mugaremo
Enrichment, Trips or Visits	Neasden Temple	National Portrait Gallery	Natural History Museum - Tring		Pond Visit	Legoland Forest School
English Key text • genres • grammar	Setting Description - I'll Take You to Mrs Cole Diary Writing (The Great Fire) Instructions – Baking Bread	Poetry - (Haiku/spine poem) Adventure (Rags to riches) Story based on The Pirate Next Door	Non-Chronological Reports: - Captain Scott - Animal Adaptations Rainbow Bear – Character/ Setting Description	Letters Florence Nightingale and Soldiers Letters Home Traction Man (Conquering the Monster Tale)	Biographies Neil Armstrong and Tim Peake Diary Entry -Belka and Strelka	Tinga Tales (Warning Tale) Poetry
Maths • number • concept	Numbers to 100 including reading and writing numbers in words and numerals Addition and Subtraction using manipulatives and mental and written methods Money	Numbers to 100 Multiplication –using repeated addition and arrays for the 2,5 and 10 timestables Division - using grouping and sharing	Consolidate Multiplication and Division Statistics Length and Height Properties of 2D and 3D Shapes	Fractions - half, quarters, thirds and equivalence of ½ and 2/4 Calculate simple fractions of amounts e.g. ½ of 10 Addition and Subtraction using efficient methods	Position and Direction Problem Solving and Efficient Methods for the four operations, money, fractions and measures	Time - tell time on the analogue clock to o'clock, half past, quarter past, quarter to and 5 minute intervals Weight, Volume and Temperature

<p>Science</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>What materials are suitable for covering a tent?</p> <p>Describe objects, including naming the material from which they are made.</p> <p>Identify objects made of particular material.</p> <p>Explain if a material is a good choice for an object.</p> <p>Test different fabrics to decide which is the best to use for each of the briefs given.</p>	<p>What materials would be suitable for making a catapult?</p> <p>Understand and correctly use scientific words related to changing shape</p> <p>Recognise that different objects made from the same material can have different properties, and to sort objects according to how their shapes can be changed</p> <p>Test whether materials are flexible, rigid, stretchy, squashy, elastic or stiff.</p> <p>Make links between materials and how they are used.</p>	<p>How do animals survive in the harsh conditions of the Polar Regions?</p> <p>Recognise and compare the main components of some different habitats.</p> <p>Construct examples of food chains for a selection of habitats.</p> <p>Identify ways in which living things are suited to their habitat.</p>	<p>How do animals (including humans) change throughout their lives?</p> <p>Recognise the needs of a human baby for survival.</p> <p>Compare features of a baby and a child.</p> <p>Classify and describe changes that happen as people grow older.</p> <p>Investigate whether older children have bigger heads.</p>	<p>How do different elements of a habitat depend on each other?</p> <p>Observe and identify what plants and animals live in different habitats.</p> <p>Construct examples of food chains for a selection of habitats.</p> <p>Identify ways in which living things are suited to their habitat.</p>	<p>What do plants need to grow?</p> <p>Identify which seeds will grow into which types of plants.</p> <p>Plan and set up an investigation into how seeds should be planted.</p> <p>Decide how to improve the condition of an unhealthy plant.</p> <p>Describe the different stages of germination.</p> <p>Identify what plants need for healthy growth.</p>
<p>Computing</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>What safe choices can I make when using the internet?</p> <p>Understand the impact of sharing photos and videos online</p> <p>Use technology safely when communicating in the online world.</p> <p>Understand the importance of protecting private information and passwords online.</p> <p>Describe positive behaviour on the internet.</p>	<p>How can I use a search engine efficiently to find the information I need?</p> <p>Identify which websites are appropriate for my age</p> <p>Recognise the impact of my digital footprint.</p> <p>Treat others with respect online.</p> <p>Identify how to use a search engine effectively.</p> <p>Recognise factors which influence whether a website is trustworthy.</p>	<p>What shapes can I make using a computer program?</p> <p>Write an algorithm to turn right or left</p> <p>Write an algorithm to make half and quarter turns.</p> <p>Write and follow an algorithm using the commands right 90 and left 90.</p> <p>Write, follow and complete an algorithm.</p> <p>Create, test and debug an algorithm.</p>	<p>What are the different ways can we use a computer?</p> <p>Identify a range of common computer icons</p> <p>Describe how the internet works.</p> <p>Discuss the different uses of computers.</p> <p>Create a short animation using a digital device.</p>	<p>Which tools can I use to improve my photos?</p> <p>Describe factors make a good photo.</p> <p>Discuss what a camera is and how it works.</p> <p>Save and organise photos in my Computing Portfolio and online.</p> <p>Edit and present my photographs using a digital device.</p>	<p>How can the repeat function help me create a more efficient algorithm?</p> <p>Write an algorithm to program a sprite to move.</p> <p>Develop understanding of the function of variables.</p> <p>Use the repeat block to create a more efficient code</p> <p>Apply understanding of algorithms to create my own game</p>

	<p>Describe the rules for staying safe online</p> <p>Make safe choices when using the internet.</p>					
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Why did The Great Fire of London spread so quickly?</p> <p>Explore the events leading up to the Great Fire of London</p> <p>Explain how the fire started and why it spread so quickly.</p> <p>Place the events of The Great Fire in a chronological sequence</p> <p>Know some of the key historical figures of the time</p> <p>Identify the changes made on future building materials used in London.</p> <p>Compare daily life before and after the fire</p>			<p>Did women play an important role in the Crimean War?</p> <p>Understand the lives and role of significant individuals: Florence Nightingale, Mary Seacole and Elizabeth Garrett Anderson</p> <p>Place events on a timeline and describe key events in the life of a significant person</p> <p>Identify the challenges these individuals faced.</p> <p>Know how gender and class attitudes at the time limited the roles women were expected to undertake</p>	<p>Why was the moon landing such a significant event?</p> <p>Know that Neil Armstrong was the first man to walk on the moon, and that this was a significant event which had global impact</p> <p>Compare the national and international achievements of Tim Peake and Neil Armstrong</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and discuss reliable sources</p>	
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>What does Alice Leghorn need to know so that she can sail her pirate ship around the world?</p> <p>Mapwork to identify hot and cold</p> <p>Physical features of a hot and cold place</p> <p>Adaptation of animals</p>	<p>How do hot and cold places affect life?</p> <p>Mapwork to identify hot and cold</p> <p>Physical features of a hot and cold place</p> <p>Adaptation of animals</p> <p>Consider what humans need for different climates</p>			<p>How is life different in Mugurameno compared to the UK?</p> <p>Map work to locate Zambia and the village of Mugurameno and identify physical and human features</p> <p>Importance of the Zambezi river to life</p> <p>Compare food</p>

		Consider what humans need for different climates				Protection from wild animals Shopping and recycling habits
Art <ul style="list-style-type: none"> • knowledge • skills 		Impressionism: Mary Cassatt 'Children playing on the beach' (1884) Self portrait Drawing – experiment with mark making; draw from observation including scale and proportion. Painting – create tonal and tint cards; mix and match different techniques; create texture.			Abstract art: Peter Thorpe 'Rocket' paintings (mid 1980s) Painting – use primary and secondary colours and a range of tools and techniques to create texture. Collage – collect, sort, match and combine materials to create a three-dimensional image. Printmaking – simple marbling technique.	Paint/Collage: Silhouettes Use a range of mediums including chalk and oil pastels, wax crayons, ink, paint. Use silhouettes to show contrast between dark and light. Depict a scene from the Great Fire of London.

<p>Design and Technology</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Food: Understand the history behind bread.</p> <p>Product: Speciality bread to be served to children in the dining hall at lunchtime.</p> <p>Select and use appropriate utensils to measure and combine ingredients.</p> <p>Evaluate ideas and final product taking into account the views of others when making improvements.</p>		<p>Sewing: Puppet of an animal for a hot or cold climate.</p> <p>Purpose: Puppet for a puppet show to perform to their peers.</p> <p>Understand the purpose, structure and functions of joins.</p> <p>Cut and join fabrics with simple techniques.</p> <p>Follow a design to make a product, joining fabrics with simple stitches.</p> <p>Evaluate the products against the design criteria.</p>	<p>Mechanisms: Wheels and axles</p> <p>Product: Toy ambulance for a 6-year-old.</p> <p>Assemble fixed and free axles; mark out, hold, cut and join materials and components correctly.</p> <p>Evaluate ideas and final product taking into account the views of others when making improvements.</p>		
<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Gymnastics: Travelling with a Change of Direction</p> <p>Develop fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p> <p>Work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.</p> <p>Work collaboratively with others, taking turns and sharing ideas.</p> <p>Dribbling, Sending and Receiving</p>	<p>Gymnastics</p> <p>Explore and develop basic gymnastic actions on the floor and using apparatus.</p> <p>Develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <p>Learn to work safely with and around others and whilst using apparatus.</p> <p>Provide feedback to others and recognise elements of high quality performance.</p>	<p>Net and Wall Skills</p> <p>Develop the basic skills involved in net and wall games.</p> <p>Develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.</p> <p>Learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p>Ball Skills</p> <p>Develop fundamental ball skills such as throwing and catching, rolling, hitting a target,</p>	<p>Sending and Receiving</p> <p>Develop sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p> <p>Use equipment to send and receive a ball.</p> <p>Apply skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p> <p>Understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Fitness</p> <p>Take part in a range of fitness activities to develop components of fitness.</p>	<p>Target Games</p> <p>Develop understanding of the principles of target games.</p> <p>Learn how to score points and play to the rules.</p> <p>Develop the skills of throwing, rolling, kicking and striking to targets.</p> <p>Begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p> <p>Dance</p> <p>Explore space and how their body can move to</p>	<p>Striking and Fielding</p> <p>Develop understanding of the principles of striking and fielding games.</p> <p>Develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball.</p> <p>Begin to self-manage small sided games. Learn how to score points and play to the rules.</p> <p>Begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p>Athletics</p>

	<p>Develop, dribbling techniques, sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p> <p>Use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls.</p> <p>Apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p> <p>Understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Invasion Games Develop an understanding of invasion games and the principles of defending and attacking.</p> <p>Develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p>Play uneven and even sided games.</p>	<p>dribbling with both hands and feet and kicking a ball.</p> <p>Work independently, in pairs and small groups.</p>	<p>Explore and develop agility, balance, co-ordination, speed and stamina.</p> <p>Work independently and with others.</p> <p>Develop perseverance and show determination to work for longer periods of time.</p>	<p>express and idea, mood, character or feeling.</p> <p>Expand their knowledge of travelling actions and use them in relation to a stimulus.</p> <p>Build on their understanding of dynamics and expression.</p> <p>Use counts of 8 consistently to keep in time with the music and a partner.</p> <p>Explore pathways, levels, shapes, directions, speeds and timing.</p> <p>Work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Develop skills required in athletic activities such as running at different speeds, jumping and throwing.</p> <p>In athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Learn how to improve by identifying areas of strength as well as areas to develop.</p>
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Charanga: Hands, Feet, Heart</p> <p>-using body percussion to create rhythm</p> <p>- To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p>	<p>Charanga: Ho Ho Ho</p> <p>- Use voices expressively and creatively.</p> <p>- I can listen and respond to a range of songs</p>	<p>Charanga: Zootime</p> <p>- I can use a variety of instruments to follow a rhythm</p> <p>- To create improvisations following onto the rhythm of a song</p>	<p>Charanga: I wanna Play in a Band</p> <p>- to work as a group to create a composition</p> <p>- To think about others while performing</p>	<p>Charanga: Weather Song</p> <p>- To begin to explore and choose and order sounds using the inter-related dimensions of music.</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p>- To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Who are the heroes of the Diwali story?</p> <p>The Diwali story (Rama and Sita)</p> <p>Understand light is associated with good</p>	<p>Why is the Hanukkiah so important during Hanukkah?</p> <p>Explore how lights and candles are often used in celebrations and festivals.</p>	<p>How does fasting for Ramadan benefit Muslims?</p> <p>Understand the importance of the Qur'an as the Muslim holy book</p>	<p>How important is it for Christians that Jesus came back to life after his crucifixion?</p> <p>Explore how some objects help recall events from the life of Jesus.</p>	<p>What does religion teach us about how to treat each other?</p> <p>Consider the ways that different religions explain how others should be treated</p>	<p>How do children learn about belonging to a Christian family?</p> <p>Consider how some Christians baptise their congregation as a sign of welcoming them in to the Church.</p>

	Understand that for Sikh faith, the Divali lights are a symbol of a struggle for religious freedom and bravery.	Learn about the key features of the story of Hanukkah. Discuss the meaning of the traditional Hanukkah symbols.	Learn why Muslims fast during the daylight hours in the month of Ramadan. Consider how Id-ul-Fitr marks the end of the Ramadan and is a happy time.	Understand for Christians, Easter is a time of hope, new beginnings & new life. Symbols, help many Christians to remember Jesus & the first Easter.	Make links between religions Reflect on the way we treat others Reflect upon the way we treat others links to British Value and school values	Understand the symbolism of the cross and the candle in baptism. Reflect up how we learn to behave from the groups we belong to
PSHE / Citizenship <ul style="list-style-type: none"> • knowledge • Skills P4C Theme Events	Physical Health and Wellbeing. What keeps me Healthy? Healthy Diets Exercise Physical and mental wellbeing Hygiene P4C Theme – New Beginnings Events – Multicultural Week	Mental Health and Emotional Wellbeing. Friendship Special People Making Friends Resolving Conflicts within Friendships Online Safety P4C Theme – How did Rosa Parks stand up to bullying? Events – Anti Bullying Week, Remembrance Day	Relationships and Health Education. Boys and girls, families Human Life Cyle Biological differences between male and female P4C Theme – Staying Safe Online Events – Safer Internet Day	Relationships and Health Education. Reproduction Caring for others P4C Theme – Taking Responsibility as we Grow Up Events – Sports Relief	Keeping Safe and Managing Risk Indoors and Outdoors Keeping Safe at Home Fire Safety Staying Safe online Staying Safe outside P4C Theme – Protecting the Environment	Drug, Alcohol and Tobacco Education Medicines and Me Reasons for Using Medicines Safety around Medicines P4C Theme – Winning and Losing Events – Crew Week, Sports Day, Values Parliament