

<p>Autumn 1</p> <p><b>Is conflict necessary?</b></p> 	<p>Autumn 2</p> <p><b>Do dragons exist?</b></p> 	<p>Spring 1</p> <p><b>What comes with great power?</b></p> 
<p>Literacy: I Want My Hat Back by Jon Klassen Yeti and the Bird by Nadia Shireen</p> <p>Science:</p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>changes within living memory- <b>family tree</b></li> <li>events beyond living memory that are significant nationally or globally- <b>Remembrance Day</b></li> </ul> <p>Music: Harvest</p> <ul style="list-style-type: none"> <li>Pulse: <ul style="list-style-type: none"> <li>Understand pulse</li> <li>Creating Simple Patterns</li> <li>Understanding how sound is represented by symbols</li> <li>Physicalising pulse in different ways</li> </ul> </li> </ul>	<p>Literacy: The Dragon Machine by Helen Ward and Wayne Anderson</p> <p>Science:</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Identify and classify</li> <li>Gather and record data to help in answering questions.</li> <li>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- <b>create a magical land</b></li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally – <b>Guy Fawkes/ Dragons in art and</b></li> </ul>	<p>Literacy: Send for a Superhero by Michael Rosen and Katharine McEwen &amp; Rosie Revere, Engineer by Andrea Beatty</p> <p>Science:</p> <ul style="list-style-type: none"> <li>perform simple tests</li> <li>observe closely using simple equipment</li> <li>use their observations and ideas to suggest answers to questions</li> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>learn about the lives of significant individuals in the past who have contributed to national and international</li> </ul>

- Maintaining pulse and identifying strong beats
- Identifying tempo

RE: Christianity/Harvest

PSHE: Relationship and health education

Digital and media literacy

Physical health and well being

Emotional, health and wellbeing

Art: Kandinsky

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- PE: See separate 'Real PE' planning

Trick Box: Mirror, Mirror, Big Voice

### history/compare London in Guy Fawkes time to now

Music: Christmas production

RE: Christianity/ Christmas

PSHE: Relationship and health education

Digital and media literacy

Physical health and well being

Emotional, health and wellbeing

Art: Dali

- use painting to develop and share their ideas, experiences and imagination
- learn about the work of range of artists making link to their own work
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

PE: See separate 'Real PE' planning

Trick Box: Stand Tall, Magic Circle

### achievements- real life superheroes- Florence Nightingale etc

Geography:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Computing:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (Safer internet day)

RE: Hinduism/ Easter

Music:

- Timbre
  - Different ways to use your voice
  - Different ways to use your body
  - Different ways to use instruments
  - High and low sounds
  - Loud and quiet sounds
  - Instruments of the orchestra

PSHE: Relationship and health education

Digital and media literacy

Physical health and well being

Emotional, health and wellbeing

Art: Andy Warhol

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

DT: Superhero Costumes:

		<ul style="list-style-type: none"><li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p>PE: See separate 'Real PE' planning Trick Box: Breathing Colour, Sunny Side</p>
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 <p><b>Spring 2</b> <b>Home or away?</b></p>	 <p><b>Summer 1</b> <b>Does the past still matter?</b></p>	 <p><b>Summer 2</b> <b>What will be the next dinosaur?</b></p>
<p>Literacy: The Great Fire of London by Emma Adams and James Weston Lewis A Walk in London by Salvatore Rubbino</p> <p>Science:</p> <ul style="list-style-type: none"> <li>• Gather and record data to help in answering simple questions</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key- <b>maps of london</b></li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> </ul> <p>PSHE:Relationship and health education Digital and media literacy Physical health and well being Emotional, health and wellbeing</p>	<p>Literacy: Cave Baby by Julia Donaldson and Emily Gravett Dinosaurs and All That Rubbish by Michael Foreman</p> <p>Reading:</p> <p>Science:</p> <ul style="list-style-type: none"> <li>• perform simple tests</li> <li>• observe closely using simple equipment</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on properties.</li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>RE: Christianity/Bible stories/ Hinduism PSHE:Relationship and health education Digital and media literacy Physical health and well being</p>	<p>Literacy: Lost and Found by Oliver Jeffers *book and film</p> <p>Science:</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>History: <b>Local History Study- history of Stedham/village history</b></p>

History- changes within/beyond living memory- **history of London**

Art: Lowry

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- use drawing and painting to develop and share their ideas, experiences and imagination

Music:

- Rhythm
  - Rhythm vs. pulse
  - Rhythms
  - Rhythm symbols and patterns
  - Rhythm notation
  - Reading and writing rhythmic notation
  - Improving rhythms

PE: See separate 'Real PE' planning

DT: UK Cuisine

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Trick Box: Floating Cloud, Big 'No'

Emotional, health and wellbeing

History: the lives of significant individuals in the past who have contributed to national and international achievements- **Mary Anning**

Music:

- Pitch
  - What is pitch?
  - High Sounds
  - Low sounds
  - Following the pitch
  - Changing the pitch
  - Creating high and low sounds

PE: See separate 'Real PE' planning

Trick Box: Win-Win, Light Bulb

- to learn about significant historical events, people and places in their own locality.

Art: Gunta Stoltz

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

PE: See separate 'Real PE' planning

Trick Box: Free Flow, Big 'Yes'