

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
LCC Hist/Geog	Where would you like to live- England or Africa?	How did the Titanic shape History?	Why were Christopher Columbus and Neil Armstrong very brave people?	How can you make the school grounds nicer?	Would you have liked to live in London? Where in the world is London?	What was it like when The Queen came to the throne in 1953?
Hist/Geog Links to NC	Name and locate the world's seven continents and five oceans. Understand the physical and human similarities and differences between an area of the UK and a contrasting European country. Identify seasonal and daily weather patterns across the UK and in other Non-European countries and also locate hot and cold areas around the world. Physical features: Beach/coast/hill/mountain/sea/ocean Soil/valley/vegetation/seasonal weather. Human Features: city, town, village, factory, farm, house, harbor, shop. Using world maps/atlasses and globes to identify countries across the world and continents. Compass locations and directional language/Aerial photographs.	Events beyond living memory that are significant nationally or globally. Significant individuals from history. Significant historical events, people and places in their own locality.	Significant individuals from history. Significant historical events, people and places in their own locality. Changes within living memory that could be used to reveal aspects of change in national life.	Physical features: Beach/coast/hill/mountain/sea/ocean Soil/valley/vegetation/seasonal weather. Human Features: city, town, village, factory, farm, house, harbor, shop. Using world maps/atlasses and globes to identify countries across the world and continents. Compass locations and directional language/Aerial photographs. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Physical features: Beach/coast/hill/mountain/sea/ocean Soil/valley/vegetation/seasonal weather. Human Features: city, town, village, factory, farm, house, harbor, shop. Using world maps/atlasses and globes to identify countries across the world and continents. Compass locations and directional language/Aerial photographs. To know the four capital cities and countries of the UK.	Significant individuals from history. Significant historical events, people and places in their own locality. Changes within living memory that could be used to reveal aspects of change in national life.
Literature Spine	Meerkat Mail Leopards Drum Simple counting poems using African cultural items.	Lost and Found Jack and the Flum Flum Tree Acrostic/Shape/word (in the shape of the word) poems.	Beegu. Bob, the man on the moon. The dinosaur who pooped a planet (not an English text) Footprints in space (poems about space) Brian Moses Space Poems Gabby Morgan	What the Ladybird Heard Hansel and Gretel (Anthony Browne) Ensure children are exposed to the Traditional tale as a comparison. Riddle poems linked to mini beasts. If I had wings (Pie Corbett)	Poetry: London Bridge is burning down The Dark (Lemony Snickett) Katie in London	The royal nappy The Queens knickers The Queens Hat.

LCC Science	Would it be a good idea for a Leopard to live near us?	What would we wear on the titanic to stay dry?	Who are the mini beasts that live in our school grounds?	Do trees and plants grow on the moon?	What could we use to build London Bridge?	Why is it good to be me?
Science Links to NC	<p>All living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> □ explore and compare the differences between things that are living, dead, and things that have never been alive □ 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>Seasonal change:</p> <ul style="list-style-type: none"> □ observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies. <p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of everyday materials □ compare and group together a variety of everyday materials on the basis of their simple physical properties □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Plants: identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <ul style="list-style-type: none"> □ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> □ observe and describe how seeds and bulbs grow into mature plants □ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>mammals and invertebrates, and including pets)</p>	<p>Identify and compare a variety of everyday materials</p> <p>Find out how the shapes of solid objects can be changed (Squashing/bending/twisting/stretching)</p> <p>Identify and compare everyday materials and their properties and comparing and grouping according to their properties.</p>	<p>Animals, including humans □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates □ identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Notice that animals including humans have offspring that grow into adults.</p>
Art & Design	Stained Glass Windows Animal print paintings Rousseau artwork. Weaving & textlies.	Design/Make/Evaluate a moving toy. Moving pictures. Large Titanic	Paint splatter planet art.	Make an insect with moving parts Make/design a bug hotel. Create a clay minibeast	London landmarks junk model LS Lowry focus	Drawing: Portraits of the queen. Self portraits.

Computing	Basic skills/typing/logging on and off etc	We are games testers	We are astronauts.	We are zoologists	We are detectives	We are photographers.
Design Technology	See above	See above	See above	.See above	See above	See above
Music	African traditional music.	Orchestral music Tea dance 1920's music	Planets by Gustav Holtz	The Critters/ugly bug ball.	London Bridge is falling down and other London music.	Queen's coronation music/national anthems from around the world.
PE	Games: Beanbags/quoits Dance: Link to topic	Gymnastics	Games: Throwing & Catching Dance: Link to Topic	Games: Large Balls Gymnastics	Games: Throwing & Catching Dance: Link to Topic	Athletics
RE	Unit 2.5 The Church: Why is the church a special place for Christians?	Unit 2.2 Christmas: Why was the birth of Jesus such Good News?	Unit 2.1 The Bible: Why is it such a special book?	Unit 2.4 Easter Symbols: How do symbols help us to understand the story?	Unit: 1.7 Why is Baptism special?	Unit 1.6 What is a saint? Unit 1.4 Jesus was special
WOW moments	Visit to a church/place of worship	Thermal ice investigation (science)	Explorer Day?	Mini Beast hunt	Den Building day	Coronation day?