

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Journeys and Exploration		Hereos and Villians		Similarities and Differences		Nature and the environment		Friends Near and Far		Imagination & Creativity	
<b>Year 1</b>	<b>English:</b> • Naughty Bus - narrative • Astrogirl – fact file	<b>Maths:</b> See NCTEM	<b>English:</b> • Send for a superhero – narrative • Billy and the Beast - narrative	<b>Maths:</b> See NCTEM	<b>English:</b> • Leo and the Octopus – fact file • Julian is a Mermaid - narrative	<b>Maths:</b> See NCTEM	<b>English:</b> ☐ Dinosaurs and all that Rubbish – pamphlets ☐ Writing Week	<b>Maths:</b> See NCTEM	<b>English:</b> ☐ Lost and Found – narrative ☐ Yeti and the Bird - narrative	<b>Maths:</b> See NCTEM	<b>English:</b> • The Magic Bed - story • Iggy Peck Architect – fact file	<b>Maths:</b> See NCTEM
	<b>Science:</b> The Human Body Seasonal Changes	<b>RE:</b> The Natural World	<b>Science:</b> Materials Seasonal Changes	<b>RE:</b> Christianity – The Bible & Christmas	<b>Science:</b> Planting Animals	<b>RE:</b> Belonging: who am I?	<b>Science:</b> Caring for the planet Seasonal Changes Planting	<b>RE:</b> Christianity – A local church & Easter weddings	<b>Science:</b> Plants Planting	<b>RE:</b> Islam – Prophet Muhammad (pbuh) Sharing food (Ramadan)	<b>Science:</b> Growing & Cooking Seasonal changes	<b>RE:</b> Islam – Five pillars of Islam
	<b>History:</b> Changes within living memory, revealing aspects of change in national life - <b>transport</b>	<b>DT:</b> To design, make and evaluate a vehicle, exploring and using wheels and axles	<b>History:</b> The lives of significant individuals in the past who have contributed to national and international achievements e.g. Edith Cavell Florence Nightinglae Mary Seacole	<b>DT:</b> Use the basic principles of a healthy and varied diet to prepare dishes To understand where food comes from/seasonal food	<b>History:</b> Changes within living memory – how have we changed? Personal chronology and timelines	<b>Art:</b> To use painting and colour to develop and share ideas and imagination: Insects & flowers in ink washes and printing. <b>Tiberius Soos</b> <b>Damien Hurst</b>	<b>Geography:</b> Use fieldwork and observational skills to study the geography of their school and its grounds, with a focus on local environmental issues e.g. pollution, rubbish	<b>Art:</b> To use sculpture and form to develop and share ideas and imagination through clay <b>Yayoi Kusama – flower sculptures</b>	<b>Geography:</b> Use fieldwork and observational skills to study the surrounding environment, including human and physical features	<b>Art:</b> To use drawing, line and shape to develop and share ideas and imagination – wildlife in local area & urban landscapes	<b>Geography:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK	<b>DT:</b> To design, make and evaluate and build a structure exploring how they can be made stronger, stiffer and more stable - building
	<b>Computing:</b> Information Technology – Photography  <b>E-Safety:</b> Privacy and security Online reputation	<b>Music:</b> Singing songs with others Develop techniques for playing instruments correctly and musically Listening to others when playing	<b>Computing:</b> Information Technology – Art & Design  <b>E-Safety:</b> Online relationships Online bullying	<b>Music:</b> Singing songs with others Perform rhythmic and melodic sequences that incorporate pitch, timbre, and dynamics.	<b>Computing:</b> Information Technology – presentation Skills:  <b>E-Safety:</b> Managing online information	<b>Music:</b> Control sounds made by the voice with attention to different ways of vocalising Learn to play instruments with a range of dynamics and tempo Perform simple rhythmic accompaniments in correct tempo e.g. ostinato	<b>Computing:</b> Information Technology – Art & Design  <b>E-Safety:</b> Copyright and ownership	<b>Music:</b> Control sounds made by the voice with attention to different ways of vocalising Perform from simple scores playing sounds in the correct sequence	<b>Computing:</b> Digital Literacy – Research & Evaluation  <b>E-Safety:</b> Self-image & identity	<b>Music:</b> Develop coordination and feel for rhythm when singing Practising and performing as part of an ensemble and as a soloist Select, evaluate and refine sounds made by instruments	<b>Computing:</b> Computer Science – Computational thinking  <b>E-Safety:</b> Health, well-being and lifestyle	<b>Music:</b> Information Technology – Audio & Music perform appropriately and within correct place within a whole class, large group piece Improvise, rehearse and perform short melodies by ear, using 2/3 notes, for instance using 2 different chime bars.
	<b>PE:</b> Dance Hit, Catch & Run	<b>PSHE:</b> Mental Health & Wellbeing - Feelings including Zones of regulation	<b>PE:</b> Gymnastics Hit, Catch & Run	<b>PSHE:</b> Keeping Safe & Managing Risks - Feeling safe	<b>PE:</b> Dance Attack, Defend & Shoot	<b>PSHE:</b> Identity, Society & Equality - Me and others	<b>PE:</b> Gymnastics Attack, Defend & Shoot	<b>PSHE:</b> Sex and Relationships	<b>PE:</b> Run, Jump & Throw Send & Return - GC	<b>PSHE:</b> Drug, Alcohol and Tobacco education	<b>PE:</b> OAA Run, Jump & Throw - GC	<b>PSHE:</b> Physical Health & Fitness
<b>Trips/Visits:</b> Spirit of the Wild	<b>Trips/Visits:</b> St Saviour's Church		<b>Trips/Visits:</b>		<b>Trips/Visits:</b> Devonshire Road Nature Reserve		<b>Trips/Visits:</b>		<b>Trips/Visits:</b> Horniman Museum			

