



	Geography	History	Science – White Rose	Art and Design	Computing	Music	RE	PE												
	Focus on key knowledge and skills, including basic locational knowledge such as the names and locations of the world’s continents and oceans, to address missed education and provide the basis for knowledge that will be needed later.	<ul style="list-style-type: none"> Priority curriculum content should include a range of sufficiently detailed period specific knowledge. Pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied. Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.	Seasonal changes taught throughout the year Focusing on biology content which will support future study; knowledge about herbivores. It allows pupils to learn about food chains in key stage 2.	Pupils’ skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.	Purple Mash	Listening	SACRE													
AUTUMN I																				
Wc 09/09	What is in our local area? Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Explore types of homes and houses. TRIP – Castle and Cathedral		Animals’ Needs for survival Developing Experts 	ART – Drawing Use line, shape and tone in drawings with charcoal, pencil and pastels. Select a particular type of pencil to create a desired effect. <table border="1"> <thead> <tr> <th colspan="2">What will I know by the end of the unit?</th> </tr> </thead> <tbody> <tr> <td></td> <td>How to use a pencil to represent things observed (using line, shape, and tone)</td> </tr> <tr> <td></td> <td>To be able to use a pencil to represent things from memory.</td> </tr> <tr> <td></td> <td>To be able to select own pencils (from a choice of three) to create light and dark tones.</td> </tr> <tr> <td></td> <td>Paul Klee is an artist from Switzerland</td> </tr> <tr> <td></td> <td>To use charcoal and pastels to create representations.</td> </tr> </tbody> </table>	What will I know by the end of the unit?			How to use a pencil to represent things observed (using line, shape, and tone)		To be able to use a pencil to represent things from memory.		To be able to select own pencils (from a choice of three) to create light and dark tones.		Paul Klee is an artist from Switzerland		To use charcoal and pastels to create representations.	Logins for Purple mash – develop independence. Digital literacy Online Safety Unit 2.2 3 lessons	Charanga Pulse, rhythm and pitch	Special Places	Multi skills Action Ants AND Team Building
What will I know by the end of the unit?																				
		How to use a pencil to represent things observed (using line, shape, and tone)																		
		To be able to use a pencil to represent things from memory.																		
	To be able to select own pencils (from a choice of three) to create light and dark tones.																			
	Paul Klee is an artist from Switzerland																			
	To use charcoal and pastels to create representations.																			
Wc 16/09																				
Wc 23/09																				
Wc 30/09																				
Wc 07/10		History of our local area TRIP – Castle and Cathedral		Links to Humanities—observations and representations of local places/ buildings. Critique work of Paul Klee.	Digital Literacy Unit 2.5 Effective searching 3 lessons															
Wc 14/10			Humans 	Textiles Plan and develop ideas through drawing, talking, templates and mock-ups. Colour and decorate textiles using a number of techniques (eg. dyeing, adding sequins or printing). Use a template to draw round and cut out shape. Join textiles using running and/or over stitch.																
21/10				I can design, make and evaluate a Christmas bauble for a present. POAP – Templates and joining Supporting materials - Joining and fixing fabrics																

AUTUMN II

Wc 04/11	<p>Uk – capital cities Name, locate and identify London as the Capital city of England. Note some of the key features of the city which then and now – London Bridge, Thames, Pudding Lane, GFoL monument.</p>	<p>What, and how, do we know about The Great Fire of London? Significant people and events The Great Fire of London and Samuel Pepys. Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing role-play, storytelling and using ICT.</p>	<p>Materials Switched over to White Rose</p> <p>Step 1 Explore materials</p> <p>Step 2 Wood, paper and cardboard</p> <p>Step 3 Brick and rock</p> <p>Step 4 Glass and plastic</p> <p>Step 5 Metal</p> <p>Step 6 Fabrics</p> <p>Step 7 Same object, different material</p> <p>Step 8 Test materials - bend, squash, twist and stretch</p> <p>Step 9 Plan - waterproof experiment</p> <p>Step 10 Investigate - waterproof experiment</p>	<p>Textiles continued Sewing Design, make and evaluate fabric bauble.</p> <p>Printing Relief printing and printing block design. Compare own image and pattern making with work of William Morris.</p> <p>Design and print own Christmas cards.</p>	<p>Info Technology Creating Pictures Unit 2.6 5 lessons</p> <p>SEE Purple Mash</p>	<p>Charanga English Model Music Curriculum Playing in an orchestra Christmas songs</p>	<p>Why is Christmas important to Christians?</p>	<p>Yoga AND Fitness SEE Get Set 4 PE</p>
Wc 11/11								
Wc 18/11								
Wc 25/12								
Wc 02/12								
Wc 09/12								
Wc 16/12			<p>Plastic – White Rose</p> <p>Step 1 How is plastic helpful and harmful?</p> <p>Step 2 How can we reduce our plastic waste in school?</p>					

What will I know by the end of the unit?	
1	The chronology of the Great Fire of London
2	Describe the events of the Great Fire of London.
3	Know who Samuel Pepys was and why he was important in our understanding of the Great Fire.
4	Recognise the changes for health and safety that were made due to the Great Fire.

SPRING I								
Wc 06/25	Location 1 –polar– Arctic - Svalbad Location 2 –China . Beijing 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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 Understand the geographical similarities and differences between studying the human and physical geography of a small area of the UK, and a small area of a contrasting non UK country. Beijing Name and locate the world's seven continents and five oceans. Link to Science – animal habitats		Living Things and Their Habitats Step 1 Habitats in my local area Step 2 Polar habitats Step 3 Desert habitats Step 4 Ocean habitats Step 5 Woodland habitats Step 6 Microhabitats Step 7 Habitats and diet Step 8 Food chains Step 9 Living, dead or never alive?	Painting Mix and match colours. Develop different techniques to apply paint and use these, as well as knowledge of colour in artwork to express mood. D & T - Food (Science) - Soup Follow basic food hygiene. Follow simple recipes supported by an adult. Use the basic principles of a healthy and varied diet to prepare dishes. Cut fruit and vegetables with a knife using a <u>claw grip</u> . Measure and weigh using <u>electronic scales</u> . Use a <u>juicer</u> and <u>blender</u> Cook food safely Understand where food comes from (farming and processing). To know about food variations across the world. – LINK TO GEOGRAPHY I can design, make and evaluate different soup recipes. Take part in the RHS soup share. GROUP learning POAP – <u>Preparing fruit and veg</u> Supporting materials- Food a fact of life	Computer Science Unit 2.1 Coding 6 lessons	Mr Clark	How do we communicate with others?	Gymnastics. AND Cricket
Wc 13/01								
Wc 20/01								
Wc 27/01								
Wc 03/02								
Wc 10/02								

SPRING II								
Wc 24/02	China – continued Human and physical features of China. Inc. Great Wall		Living Things and Their Habitats continued	Collage – Create collages featuring different materials. Explain choices of materials. Use collage to illustrate interpretations of music, literature etc.	Info Technology Questioning Unit 2.4 5 lessons	Charanga Zootime	Is it True that Jesus came back to life?	Dance AND Fundamentals
Wc 03/03	Chinese animals and habitats.Inc. panda Compass directions – N S E W							
Wc 10/03			Plants Light and Dark Step 1 Explore plants	Drawing – revisit Critique the work of Steven Wiltshire				
Wc 17/03		Significant People and events. Queen Elizabeth II and Queen Victoria Use information to describe the past. Describe the differences between then and now.	Step 2 Plant parts					
Wc 24/03		Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.	Step 3 What do plants need to grow?					
31/03		Describe objects, people or events in history.	Step 4 Plan - light and dark					
			Step 5 Investigate - light and dark					

SUMMER I							
Wc 21/04		Significant People and events. Cont.	Plants Bulbs and seeds	Mechanisms Moving vehicles form a net Purple Mash 2Design and Make Royal carriage ?	Info Technology Presenting Ideas Unit 2.8 4 lessons	Charranga Model Music Curriculum Exploring Improvisation	Action Ants AND Target Games Also Swimming beginners
Wc 28/04			<p>Step 1 Bulb or seed?</p> <p>Step 2 What do plants need to grow?</p> <p>Step 3 Plan - bulbs and seeds</p> <p>Step 4 Plant - bulbs and seeds</p>				
Wc 05/05			Growing up				
Wc 12/05	Seasonal Changes Identify Seasonal and daily weather patterns in the UK		<p>Step 1 Parent and offspring</p> <p>Step 2 Life cycle of humans</p> <p>Step 3 Life cycles of different mammals</p> <p>Step 4 Life cycle of amphibians</p>	Structures - Den building	Mr Clark End of year production	Why should we care for the world?	
Wc 19/05			<p>Step 5 Life cycle of a butterfly</p> <p>Step 6 Are there patterns between the life cycles of different animals?</p>				

SUMMER II

Wc 02/06	Uk – capital cities Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		Growing Up Continued from Summer I	Clay Make a clay pot with advancing techniques – coiling, rolling, cutting. Explore shaping. Margaret Galway?	Unit 2.7 Making Music	Mr Clarke End of year production	Can we be good all the time?	Ball skills AND Athletics Sports Day
Wc 09/06								
Wc 16/06			Bulbs and seeds Step 1 Findings - bulbs and seeds					
Wc 23/06			Growing Up Step 1 Butterfly diary					
Wc 30/06	Significant People and events. WHO ? SPORTS PERSONALITIES? Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Describe objects, people or events in history.		Wildlife Step 1 What does wildlife do for us?	Photography Build on previous photographing skills – framing, perspective. Editing. Photograph a balance of things. Macrophotography. Karl Blossfeldt <hr/> D&T – structures – den building – led in house – moved from summer 1				
Wc 07/07			Step 2 What can we do for wildlife?					
Wc 14/07								