	Autumn Water	Spring Transport	Summer Food
English Spelling – Daily See No Nonsense spelling yearly plan as it covers all aspects of NC Reading groups - Daily Handwriting and recounts – Mondays Use Little Wandle handwriting scheme Write stuff – Tues, Wed, Thurs Grammar - Friday	Writing about real events. Weekend News and events that happen throughout the year. E.g. Harvest, Christingle, Christmas, Easter, Bonfire Night, Remembrance Day, Mothers/Fathers Day, sports events, Royal events. Learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession. Writing poetry. If I were in charge / competition Change model poetry text to be water themed (saving water). Noun Adjective Adverb Compound Class reading book – The owl who was afraid of the dark	Writing for different purposes. Letters - Blue Peter / Day the Crayons Quit Lists Diaries - GFoL Learn how to use sentences with different forms: statement, question, exclamation, command.	Writing narratives about personal experiences and those of others (real and fictional). Little Red Reading Hood / The Owl who was afraid of the dark The present and past tenses correctly and consistently including the progressive form. Expanded noun phrases to describe and specify [for example, the blue butterfly]. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Maths	Number: Place value (4 weeks) Number: Addition and subtraction (5 weeks) Geometry: Properties of Shapes (3 weeks)	Measurement: Money (2 weeks) Number: Multiplication and division (5 weeks) Measurement: Length and Height (2 weeks) Number: Fractions (3 weeks)	Measurement: Time (3 weeks) Statistics (2 weeks) Geometry: Position and Direction (2 weeks) Measurement: Mass, capacity and temperature (3 weeks) Investigations Problem solving and efficient methods (2 wks)
Science	Uses of everyday **materials**. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically – identifying and classifying, using their observations and ideas to suggest answers to questions.	**Animals including humans** . Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. DT link use the basic principles of a healthy and varied diet to prepare dishes. Healthy wraps. **All living things and their habitats →** 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 microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a	**Plants**: Observe and describe seeds and bulbs growing. 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. Working scientifically – performing simple tests, observing closely, using simple equipment. Gathering and recording data to help in answering questions.

		simple food chain, and identify and name different sources of food. Working scientifically – asking simple questions and recognising that they can be answered in different ways. Science week-	
Geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. **(Continuous throughout the year).**	**Human and physical features of local area – link to History topic** Use aerial photos to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct a key. Use compass directions to describe the location of features and routes on a map.	**London and Nairobi unit** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Locate equator, North and South Poles.
History	**History of the local area - Great Barton** Significant historical events, people and places in their own locality.	**The Great Fire of London** Events beyond living memory that are significant nationally or globally.	**Making a difference – Rosa Parks, Florence Nightingale and Mary Seacole.** The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g Mary Seacole and Florence Nightingale.
RE	Why do Jewish families talk about repentance at New Year? Why was Jesus given the name 'saviour'?	How do some Muslims show Allah is compassionate and merciful? Why do Christians trust Jesus and follow him?	Why is the Torah such a joy for the Jewish community? What did Jesus teach about God in his parables?
Computing	1 – computing systems and networks (IT around us). 2 – creating media – digital photography Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when	3 – creating media – making music 5 – programming A – robot algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	4 – data and information – pictograms 6 – programming B – an intro to quizzes Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

	they have concerns about content or contact on the internet or other online technologies.		
Music	Questions and Answers, creative music scheme Nativity songs Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Boomwhackers Glockenspiel Music World Course Play tuned and untuned instruments musically.	Glockenspiel Music World Course Around the world Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE	Mental health and well being Keeping safe online	Me, my body and staying safe Money and work	Keeping safe outside the home Looking back and moving on
Art/DT	Formal elements of Art Painting and mixed media: Life in Colour To learn 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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Structures: Baby Bear's Chair (link to Science – materials) Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria build structures, exploring how they can be made stronger, stiffer and more stable	Sculpture and 3D: Clay Houses To use a range of materials creatively to design and make products A Balanced Diet (Science) **Food and energy** Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate their ideas and products against design criteria.	Craft & Design: Map it Out To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Mechanisms: Moving Monsters, pivots, levers and linkages Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
PE	Games: Skills development leading to simple invasion games. Master basic movements including running, jumping, throwing and catching. Dance using Time to move unit – Perform dances using simple movement patterns.	Gymnastics Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Striking and Fielding Athletics Participate in team games, developing simple tactics for attacking and defending.