



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	London's Burning		Indian Spice		The Home Front	
English	Place Value of Punctuation and Grammar Instructional Writing	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
Maths	Number and place value. Numbers to 100. Calculations: addition and subtraction Calculations: Multiplication and division.	Calculations: Multiplication and division. Measurement: Length Measurement: Mass	Measurement: Mass and Temperature Statistics: Picture Graph Mid-year assessment Calculations: Word problems. Measurement: Money	Geometry: 2D shapes Geometry: 3D shapes Fractions: fractions	Fractions: fractions Review Measurement: Time Measurement : Volume	Review and revisit topics
Science	Healthy Animals	Habitats	Materials Matter	Squash, Bend, Twist, Stretch	Ready, Steady, Grow	Gardens & Allotments
Computing (including e-safety)	Unit B	Unit B/D	Unit D	Unit E	Unit E/F	Unit F
History	Great Fire of London Events beyond living memory that are significant nationally or globally.			Local History Bridges Significant historical events, people and places in their own locality.	WW2 Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the	

	The lives of significant individuals in the past who have contributed to national and international achievements.			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements.	
Geography		<p>What is life like in London</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p>	<p>Understanding India</p> <p>Understand geographical similarities and differences through studying the human and physical geography.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features key human features</p> <p>Identify seasonal and daily weather patterns in the</p>			<p>Local Area Study</p> <p>Understand geographical similarities and differences.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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</p>

		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.	United Kingdom and the location of hot and cold areas of the world.			surrounding environment.
Art	<p>Printmaking</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>Rangoli Art</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>Poppy sculpture</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>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.</p>
DT		<p>Make a celebration card</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>		<p>Make a bridge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	

		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Explore and use mechanisms in their products.</p>		<p>Explore and use mechanisms in their products.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria.</p>	Understand where food comes from.	
Music	Unit 1 Pulse	Unit 1 Pulse / Unit 6 20 th Century music	Unit 6 20 th Century music	Music Instruments	Music Instruments	Music Instruments
PE	Physical Education Forest school Commando Jo	Physical Education Forest school Commando Jo	Physical Education Forest school Commando Jo	B Gym	B/F Gym	F Gym
RE	Explore stories from religious traditions and find out about	Engage with religious beliefs and ideas expressed	Identify symbolic actions, gestures and rituals and talk	Identify the importance for some people of belonging	Explore a range of stories and extracts from sacred writings	Listen and respond to stories highlighting the

	attitudes to the natural world Caring for the natural world	through story, symbol and other visual forms of expression Valuing new life	about how they are used as part of worship and ceremonies Worship and ceremonies	to a religion and recognise the difference this makes to their lives Belonging to a group	and talk about meaning they have for believers Storytelling through sacred writings	morals and values of believers in practice Kindness and goodness
PSHE (including e-safety)	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change