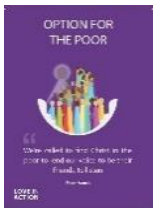
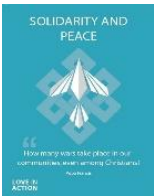
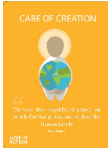
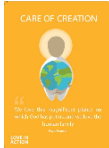


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
English	<u>The Dark</u> by Lemony Snicket Narrative Poetry Performance 	<u>Toby and the Great Fire of London</u> Narrative Character Recount Information text  	<u>A Squash and a Squeeze</u> Narrative Recount Conjunctions 	<u>The Bog Baby</u> Narrative Sequencing Noun Phrases Tenses 	<u>Lila and The Secret of The Rain</u> Narrative Setting Conjunctions 	<u>Elephant</u> by Peter Horacek Narrative Instructions Imperative verbs Prediction 
Maths	Place Value	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, capacity and temperature	Fractions Time	Statistics Position and Direction
Science	<u>Animals including Humans</u> Understanding the appearance, habitat and diet of: Mammals, birds, fish, amphibians, reptiles and humans. Understanding how to keep healthy.	<u>Materials</u> Explore materials. Wood, paper and cardboard. Brick and rock. Glass and plastic. Metal. Fabrics. Test materials- bend, squash, twist and stretch.	<u>Living things and their habitats</u> Habitats in the local area Polar, desert, ocean, woodland and micro-habitats. Habitats and diets. Food chains.	<u>Plants</u> Understanding bulbs and seeds Understanding healthy plant growth Planning an investigation Planting bulbs and seeds	<u>Planting and Wildlife</u> Understanding the benefits of wildlife and reflecting on our responsibility in up keeping it Butterfly diary	<u>Growing Up Parents and offspring</u> <u>Understanding the human lifecycle</u> <u>Lifecycle of mammals, amphibians and a butterfly</u>

	Make connections between exercise and heart rate. Identify, name, sort and classify different foods based on a range of categories. Explore personal hygiene, including maintaining healthy teeth. 					
RE	Branch 1 <u>Day by Day- Branch 1- Creation and Covenant</u> • Noah's Ark story • Psalms • Stewardship • Baptism • Old and New Testament <u>Catholic Social Teaching Principle- Creation</u>	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
Topic	<u>Great Fire of London</u> Why did the fire start? What happened to the houses and why? What were the effects? How was London rebuilt?  		<u>Antarctica/Scott of the Antarctica</u> Locate Antarctica. Know key features of Antarctica (It is land; world's largest desert; coldest and windiest place on earth; surrounded by the Southern Ocean; South Pole is at its centre). Understand how penguins and camels are adapted to live in their habitats.		<u>UK and Kampong Ayer</u> Locate Brunei and the UK. Compare climates, housing and school.  	

			Know about the adventures of Scott of Antarctica. Compare the Sahara Desert to Antarctica. Know that apart from coastal areas and small islands, the Antarctic climate is too cold for polar bears. Know penguins do not need to fly as their food source is found in the water. 			
Art and DT	Explore and Draw – Autumn Collecting	Simple Printmaking with autumn vegetables	DT- Hundertwasser Be an Architect 	Vincent Van Gogh and acrylic painting	Cezanne and acrylic painting	DT Making tree houses for the rainforest 
Computing	<u>Computing systems and networks – IT around us:</u> What is IT? IT in school. It in the world. The benefits of IT. Using IT safely. Using IT in different ways.	<u>Programming A – Robot algorithms:</u> Giving instructions. Making predictions. Mats and routes. Algorithm design. Debugging.	<u>Data and Information- Pictograms</u> Counting and comparing Entering data Creating pictograms Understanding ‘attribute’. Comparing people Presenting people.	<u>Creating media-digital music</u> Rhythm and pattern. Understanding how music can be used. Notes and tempo Creating digital music. Reviewing and editing music.	<u>Programming B-programming quizzes</u> Scratch recap Using and changing a design Designing and creating a program Evaluating and editing	
PE	<u>Multi-skills</u> Master basic movements; including running, jumping, throwing and catching.	<u>Invasion Games</u> Develop throwing, kicking and catching skills Play basic modified games of tag rugby and	<u>Gymnastics and Dance</u> Develop flexibility, strength, technique, control and balance.	<u>Outdoor Adventure</u> Take part in problem solving and team building activities. Work sensibly and effectively in pairs and small groups.	<u>Play ground games</u> Applying learnt skills in games <u>Swimming</u> Perform safe self-rescue in different	<u>Athletics</u> Use running, jumping and throwing in isolation and in combination

		football, with a focus on sport based skills.	Use our new skills to create and perform an individual sequence.		water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	when taking part in athletic events
PSHE	<u>Ten:Ten KS1 Module One: Created and Loved by God</u> Developing an understanding of the importance of valuing themselves as the basis for personal relationships. <u>Unit 1 Religious understanding</u> Know we are created individually by God. Know we are created as a unity of body, mind, love and spirit: who we are matters. Develop an understanding of God and why we are important to Him. Expanded our thinking about the Kingdom of Heaven. <u>Unit 2 Me, my body, my health.</u> Understand why God made us. Recognise what makes us unique, our individual gifts, talents and skills. Recognise our body parts Know that we have been created by God to be similar and different Know that we need to look after our bodies by staying clean and healthy Know the importance of sleep, rest and recreation for our health <u>Unit 3 Emotional Well-being</u> Develop a range of vocabulary to describe feelings. Know that it is natural for us to relate to and trust one another Have a basic understanding that feelings and actions are two different things. Develop simple strategies of managing their feelings. <u>Unit 4 Life Cycle</u> Know and understand that there are natural life stages from birth to death, and what these are. Describe the cycle of life. Engage in discussion and questions in the stories <u>Anti-bullying Week</u> Begin to understand what bullying is Begin to understand how teasing and bullying are different Recognise the signs of bullying and teasing Know how to react if you think you or someone you know could possibly be					

	being bullied Begin to understand that bullying can occur online Recognise the things we can do to prevent online bullying.					
Music/singing						