

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Curriculum Drivers	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
Empowering Learning	Self Manager    Effective Participator    Resourceful thinker    Reflective Learner    Independent Enquirer    Team Worker					
Reading	The following aspects of reading will be taught across the year.					
	<b>Decoding/Phonics</b> Secure a recap phase 5 phonics  Children will be secure at Phase 6	<b>Comprehension and Understanding</b> Children will be able to: <ul style="list-style-type: none"> <li>- Read ahead to help with fluency and expression</li> <li>- Comment on the plot, setting and characters in unfamiliar and unfamiliar stories</li> <li>- Recount the main themes and events</li> </ul>	<b>Intonation and Expression</b> Children will be able to: <ul style="list-style-type: none"> <li>- use commas, question marks &amp; exclamation marks to vary expression and intonation</li> </ul>	<b>Grammatical Features</b> Children will be able to: <ul style="list-style-type: none"> <li>- recognise speech marks and contractions and identify past and present tense</li> </ul>	<b>Research</b> Children will be able to: <ul style="list-style-type: none"> <li>- use the contents and the index to locate information</li> </ul>	
Writing	<b>Bravery vs Fear</b>  <u>Information texts</u> <i>The Bear Under the Stairs</i>  <u>Own version narratives</u> <i>The Bear and the Paino</i>	<b>A twist in the tale</b>  <u>Non-chronological leaflets</u> <i>Wolves</i>  <u>Sequel stories</u> <i>Me &amp; You</i>	<b>Creation &amp; Conservation</b>  <u>Information leaflet</u> <i>Dear Earth</i>  <u>Environmental campaign</u> <i>We Are Water Protectors</i>	<b>Changes &amp; Relationships</b>  <u>Sequel narratives</u> <i>Grandad's Camper</i>  <u>Non-narrative read aloud poem</u> <i>If All the Word Were...</i>	<b>Fictional Worlds &amp; Fantasy</b>  <u>Own version dragon stories</u> <i>The Dragon Machine</i>  <u>Guidebooks</u> <i>Lizzy and the Cloud</i>	<b>Urban Metropolis</b>  <u>Explanation texts</u> <i>Rosie Revere, Engineer</i>  <u>Own version narrative</u> <i>Last Stop on Market Street</i>

The following aspects of GPS will be taught across the year

<b>GPS</b>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops, question marks, exclamation marks to demarcate sentences</li> <li>- Commas to separate items in a list</li> <li>- Apostrophes to mark contracted forms in spelling</li> <li>- Apostrophes to mark singular possession in nouns (e.g. The girl's name)</li> </ul>	<p><b>Word Structure</b></p> <ul style="list-style-type: none"> <li>- Formation of nouns using suffixes (e.g. -ness and -er)</li> <li>- Formation of adjectives using suffixes (-ful, -less)</li> <li>- Use of suffixes -er and -est to form comparisons of adjectives and adverbs</li> </ul>	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>- Subordination (using when, if, that or because) and co-ordination (using or, and or but)</li> <li>- Expanded Noun Phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</li> <li>- Sentences with different forms; statement, question, exclamation, command</li> </ul>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>- The consistent use of the present tense versus past tense throughout texts</li> <li>- Use of continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>	<p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>- Noun, noun phrase, statement, question, exclamation, command, compound suffix adjectives, adverbs, verbs tense (past, present), apostrophe, comma</li> </ul>	
	<b>Maths</b>	<p><b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction</p>	<p><b>Number:</b> Addition and Subtraction <b>Geometry:</b> Shape</p>	<p><b>Measurement</b> : Money <b>Number:</b> Multiplication and Division</p>	<p><b>Measurement:</b> Length and Height <b>Measurement:</b> Mass, Capacity and Temperature</p>	<p><b>Number:</b> Fractions <b>Measurement:</b> Time, Statistics</p>
<b>Science</b>	<p><b>What is the world around us made of?</b> Materials and their properties</p>	<p><b>Who invented that?</b> Scientists and inventors</p>	<p><b>Why can't a polar bear live in my garden?</b> Living things and their habitats</p>	<p><b>How can we live healthy lives?</b> Animals including humans</p>	<p><b>How can we grow our own salad?</b> Plants</p>	

<p><b>Topic</b> History and Geography</p>	<p><b>What would Lucky and Smiley find exciting in Blackmore?</b> Geography A local area study</p>	<p><b>How did people travel between London and Brentwood in the past?</b> History Local area transport</p>	<p><b>Where would you rather live – in a hot or cold place?</b> Geography A locality outside of Europe</p>	<p><b>What was it like to be alive at the time of the Great Fire of London?</b> History Significant events beyond living memory</p>	<p><b>Why are explorers brave people?</b> History Significant Individuals that explored space, sea and land.</p>	<p><b>Why do we like to be beside the seaside?</b> Geography</p>
<p><b>Computing</b> Purple Mash</p>	<p>Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year</p>					
	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>- Searching and Sharing</li> <li>- Email using 2Respond</li> <li>- Digital Footprint</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>- Algorithms</li> <li>- Collision Detection</li> </ul>	<p><b>Coding (Cont.)</b></p> <ul style="list-style-type: none"> <li>- Using a timer</li> <li>- Different Object Types</li> <li>- Buttons</li> </ul>	<p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>- Copying and Pasting, Totaling Tools</li> <li>- Using a spreadsheet to add amounts</li> <li>- Creating a table and black graph</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Using and Creating Pictograms</li> <li>- Asking Yes/No Questions</li> </ul>	<p><b>Questioning (Cont.)</b></p> <ul style="list-style-type: none"> <li>- Binary Trees</li> <li>- Using 2Question</li> <li>- Using 2Investigate</li> </ul> <p><b>Effective Searching</b></p> <ul style="list-style-type: none"> <li>- Understanding the Internet</li> <li>- Searching the Internet</li> <li>- Sharing Knowledge of Internet</li> <li>-</li> </ul>	<p><b>Creating Pictures</b></p> <ul style="list-style-type: none"> <li>- Introduction and Impressionism</li> <li>- Pointillist Art</li> <li>- Piet Mondrian</li> <li>- William Morrison and Pattern</li> <li>- Surrealism and eCollage</li> </ul> <p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>- 2Sequence</li> </ul>	<p><b>Making Music (Cont.)</b></p> <ul style="list-style-type: none"> <li>- Making Music</li> <li>- Soundtracks</li> </ul> <p><b>Presenting Ideas</b></p> <ul style="list-style-type: none"> <li>- Presenting a Story Three Ways</li> <li>- Presenting Ideas as a quiz</li> <li>- Making a Non-Fiction Fact File</li> <li>- Making a Presentation</li> </ul>
<p><b>Art and DT</b></p>	<p>Inspirational Artists will be studied where appropriate</p>					
	<p><b>Art</b></p> <p><b>Painting and Collage</b> Life in colour</p>	<p><b>DT</b></p> <p><b>Structures</b> Baby Bear's Chair</p>	<p><b>Art</b></p> <p><b>Sculpture and 3D</b> Clay houses and tiles</p>	<p><b>DT</b></p> <p><b>Mechanisms</b> Moving monsters</p> <p><b>Food and Nutrition</b> Wraps</p>	<p><b>Art</b></p> <p><b>Drawing</b> Tell a story</p>	<p><b>DT</b></p> <p><b>Textiles</b> Exploring and Making Pouches</p>

<b>PE</b>	<b>Fundamental skills</b> <b>Swimming</b>	<b>Gymnastics</b> <b>Ball skills</b>	<b>Sending and receiving</b> <b>Dance</b>	<b>Striking and fielding</b> <b>Invasion games</b>	<b>Athletics</b> <b>Swimming</b>	<b>Net and wall games</b> <b>Swimming</b>
<b>RE</b>	<b>Why is light an important symbol?</b> <u>Christianity</u> <u>Judaism</u> <u>Hinduism</u>	<b>What does the nativity story teach Christians about Jesus?</b> <u>Christianity</u>	<b>How do Christians belong to their faith family?</b> <u>Christianity</u>	<b>How do Jewish people celebrate Passover?</b> <u>Judaism</u>	<b>Why do people have different views about God?</b> <u>Islam</u> <u>Hinduism</u> <u>Christianity</u> <u>Judaism</u> <u>Sikhism</u> <u>Humanism</u>	<b>Why do people have different views about God?</b> <u>Islam</u> <u>Hinduism</u> <u>Christianity</u> <u>Judaism</u> <u>Sikhism</u> <u>Humanism</u>
<b>PSHE</b> Jigsaw	<b>Being Me in My World</b> Hope and Fears, Rights and Responsibilities, Rewards and Consequences, Safe and fair Learning Environment, Valuing Contributions, Choices, Recognising Feelings	<b>Celebrating Difference</b> Assumptions and Stereotypes, Understanding Bullying, Standing Up for Self and Others, Making New Friends, Gender Diversity, Celebrating Differences and Remaining Friends	<b>Dreams and Goals</b> Achieving Realistic Goals, Perseverance, Learning Strengths, Learning with Others, Group Co-Operation, Contributing to and Sharing Success	<b>Healthy Me</b> Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food	<b>Relationships</b> Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships	<b>Changing Me</b> Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition
<b>Music</b> Charanga	<b>Hands, Feet, Heart</b>	<b>Ho Ho Ho</b> <b>Christmas Production</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind, Replay</b>

**Note:** This is a guide only. Units may not be taught in the order that they appear.