

	Autumn 1 Stand Out Art	Autumn 2 Titanic	Spring 1 To Infinity and Beyond	Spring 2 We're Going on an Adventure	Summer 1 Wonderland	Summer 1 Through the Looking Glass
<b>Trip/visit -</b>	Art Gallery	Titanic Museum	Winchester Science Centre (planetarium)	Hilliers Bushcraft	Hawthorns Urban Wildlife Centre	Adventure Wonderland
<b>Cooking</b>	Pop art soup	Cakes and biscuits	Space food	Roasted apples with honey	Sandwiches	Scones
<b>Parent involvement</b>	Stay and Learn – Art portraits	Banister Art Exhibition	Rocket last off!	Den Day	Picnic in the Willow Garden	School Tea Party
<b>Text focus for writing</b>	Ann Holt Camille Matisse King of Colour Day the Crayons Quit The Case of the Red Bottom Robber	Samson's Titanic Adventure The Little Boat	Space Tortoise The Darkest Dark	The Polar bear Son The Secret of Black Rock Herman's Letters	Alice in Wonderland Queen Victoria's Knickers Mud Free Fall	Journey The Quest The Day the Crayons Came Home
<b>Writing content</b>	Letters Narrative Diary Writing about real events Sentences with different forms Expanded noun phrases Subordination and co-ordination	Contractions Possessive apostrophes Homophone and near homophones Retell of a historic event Diary Writing about real events Past and present tense	Plurals and es to words ending in y (ies) Words ending in 'y' e.g. cry, fly Information books Instructions Diary poetry	Narratives Narratives linked to personal experience Non-fiction – information books Recount Writing about real events	Instructions Narrative Letters Invitations Poetry Writing about real events	Narrative Diary Letters Poetry Instructions Writing about real events
<b>Science</b>	<p><b>Plants:</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Children will investigate and experiment with growing sunflower seeds in different conditions. They will record their findings in different ways.</p>	<p><b>Everyday Materials:</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Children will investigate different materials and their suitability for building a boat. They will investigate whether the properties change under stress e.g. twisting.</p>	<p><b>Everyday Materials:</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Children will investigate different materials and their suitability for building a working rocket. They will investigate whether the properties will change when stretched or squashed.</p>	<p><b>Animals, including humans:</b> Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>In preparation for our bush craft day, children will investigate what humans need to survive and be healthy. They will share their learnt knowledge in different ways e.g. posters, leaflets, presentations.</p>	<p><b>Living things and their habitats:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>In the context of Alice in Wonderland children will investigate habitats of native animals. Children will visit the common identifying features, plants and animals.</p>	<p><b>Living things and their habitats:</b> Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Children will keep a class pet and investigate what is needed to keep the animal alive. They will then investigate the food chain related to that animal.</p>

<p><b>Maths</b></p>	<p><b>Number and Place Value</b>  Reading and writing numbers to 100.  Comparing numbers.  Looking at number patterns.  Reinforce odd and even.  <b>Addition and Subtraction</b>  Exploring number bonds.  Adding with Renaming.  Subtracting with Renaming.  Addition of Three Numbers.</p> <p><b>Multiplication and Division</b>  Multiplication of 2, 5 and 10.  Multiplication and Division of 2, 5 and 10.  Multiplication As Equal Groups.  Solving Word Problems.</p>	<p><b>Multiplication and Division</b>  Multiplication and Division of 2, 5 and 10.</p> <p><b>Measurement</b>  Length: Measuring in m, cm, comparing lengths in m and cm.  Solving word problems related to length.  Mass: Measuring in kg, g  Comparing masses of 2 and 3 Objects  Solving word problems relating to Mass.  Temperature: Reading temperature, estimating temperature.</p> <p><b>Statistics</b>  Reading Picture Graphs.</p>	<p><b>Addition and Subtraction</b>  Solving word problems.</p> <p><b>Multiplication and Division</b>  Solving word problems.</p> <p><b>Measurement:</b>  Recognise and know the value of different denominations of coins and notes.  Writing Amounts of Money.  Counting Money.  Showing Equal Amounts of Money.  Exchanging Money.  Comparing Amounts of Money.  Calculating Total Amount.  Calculating Change.  Solving Word problems.</p> <p><b>Geometry - Shape</b>  Two-Dimensional Shapes:  Identifying sides, vertices and edges  Finding lines of symmetry  Sorting shapes according to properties  Recognising Three-Dimensional Shapes  Describing properties of 3D shapes  Forming 3D shapes and making patterns</p> <p><b>Geometry – Position and direction</b>  Moving 2D shapes, creating patterns with 2D shapes, rotating 2D shapes.  Three-Dimensional Shapes</p>	<p><b>Fractions</b>  Making Equal Parts.  Recognising Half, Quarter, Thirds.  Naming Fractions.  Making Equal Fraction.  Comparing and Ordering Fractions.  Counting Wholes and Parts.  Finding Part of a Set.  Finding Part of a Quantity.</p> <p><b>Multiplication</b>  Counting in Halves.  Counting in Quarters.  Counting in Thirds.</p> <p><b>Measurement:</b>  <b>Time:</b>  Telling and Writing Time to within 5 minute intervals including half past, quarter past, quarter to and o'clock  Sequencing Events  Drawing Clock Hands  Finding Durations of time  Comparing Time  Solving Word Problems involving time</p> <p><b>Volume:</b>  Comparing Volume  Measuring Volume in Litres  Measuring Volume in Millilitres  Solving Word Problems involving volume</p>	<p>Independent application and investigations of all skills taught.</p> <p>Reinforcing mental calculations, written methods and focusing on securing the 4 operations in a variety of different ways and contexts across concepts.</p>	
<p><b>History</b></p>	<p><b>Sinking of the Titanic</b>  Events beyond living memory that are significant nationally and locally.</p> <p>Children will learn about the events surrounding the sinking of the Titanic. They will learn about the significance of the event to our locality.</p>	<p><b>Moon landing</b>  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.</p> <p>Children will learn about the moon landing and the individuals involved. They will learn about the impact the event ad on life today.</p>			<p><b>Queen Victoria</b>  The lives of significant individuals in the past who have contributed to national and international achievements comparing and contrasting to today.</p> <p>Children will learn about Queen Victoria and the impact she had on today.</p>	<p><b>History box</b>  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will learn about the Victorian era. They will investigate looking at artefacts and different sources of information.</p>

<b>Geography</b>	<p><b>Human and Physical Geography</b> 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.</p> <p>Use basic geographical vocabulary.</p>	<p><b>Locational</b> Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas as relating to the Titanic.</p> <p>Use basic geographical vocabulary.</p>	<p><b>Locational</b> Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary.</p> <p><b>Geography field skills</b> 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 to plot the exploration of the Antarctic.</p>	<p><b>Locational</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p> <p>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.</p>	<p><b>Use basic geographical vocabulary to refer to:</b> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop through contrasting locality study.</p>	<p><b>Geography field skills</b> 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.</p> <p>Use basic geographical vocabulary.</p>
<b>RE</b>	Symbol Bread as a symbol/ Symbols in all religions.	Angels	Change. People Jesus met -Stories within religion.	Sadness to happiness Events of Easter	Authority Bible	Story telling Stories within Hinduism
<b>Art/DT</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> </ul>	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Use technology safely and respectfully, keeping personal information private; identify Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Use technology safely and respectfully, keeping personal information private; identify Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology safely and respectfully, keeping personal information private; identify Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology safely and respectfully, keeping personal information private; identify Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Create and debug simple programs.</li> <li>Use technology safely and respectfully, keeping personal information private; identify Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul>

<p><b>PSHE</b></p>	<p><b>Health and Well-being</b> Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p><b>Living in the Wider World</b> Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the rules in the context of their and others' behaviour.</p>	<p><b>Health and Well-being</b> Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p> <p><b>Living in the Wider World</b> Understand and describe more confidently difference groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p><b>Relationships</b> Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p>	<p><b>Health and Well-being</b> Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings.</p> <p><b>Relationships</b> Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p>	<p><b>Health and Well-being</b> Make choices about wider aspects of their health and wellbeing, and know what keeps them healthy.</p> <p><b>Living in the Wider World</b> Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p>	<p><b>Health and Well-being</b> Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p> <p><b>Living in the Wider World</b> Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p><b>Relationships</b> Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p>	
<p><b>E-Safety</b></p>	<p><b>Self-image and identity</b></p> <ul style="list-style-type: none"> <li>- How to be friends online and in the real world.</li> <li>- How can I communicate?</li> <li>- What apps do I use?</li> </ul> <p>What to do when I don't feel happy online.</p>	<p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>- What is bullying?</li> <li>- Anti-Bullying Pledge.</li> <li>- What is cyber bullying?</li> </ul> <p>Can a post stay forever?</p>	<p><b>Self-image and identity. Online Relationships</b></p> <p>Who to Trust?</p> <ul style="list-style-type: none"> <li>- Who are my trusted adults?</li> <li>- Who are you anyway?</li> </ul>	<p><b>Online reputation, Privacy and Security</b></p> <ul style="list-style-type: none"> <li>-Securing and strengthening my passwords.</li> <li>-What can people find out about me?</li> <li>- Keeping things private.</li> <li>- Personal information.</li> </ul>	<p><b>Copyright, ownership and information</b></p> <ul style="list-style-type: none"> <li>- Whose idea was it?</li> <li>- Why is it important?</li> <li>- Saving and sharing work</li> </ul> <p>My music or yours?</p>	