

	Ash	Birch	Maple	Willow
Whole School Christian Value	Justice			
How we learn: Learning Muscles	Resilience Collaboration Curiosity and Creativity Concentration			
RE learning	<p>Why is Jesus important? This unit explores how people's values and commitments might be demonstrated in people's lives. Christmas</p>	<p>How do we celebrate our journey through life? Emphasis on Christianity and Judaism. Christmas</p>	<p>What Can We Learn from the Life and Teaching of Jesus? The unit explores aspects of the person, life and teaching of Jesus and how they relate to Christian life, practices, celebrations and the pattern of Christian festivals.</p> <p>Lighting the Candle (Silver Level) A Sense of Christian Tradition.</p> <p>Christmas</p>	<p>What does it Mean to Belong to Another Religion? (Judaism) Christmas. Trip to Synagogue tbc & Sedar meal. This units explore aspects of Jewish festivals, celebrations, practices and communities and the beliefs to which they relate</p>

<p>English</p>	<p>Fiction: We're Going On a Bear Hunt with a focus on using adjectives to describe characters and settings.</p> <p>Grammar - beginning to use full-stops and question marks. Using finger spaces between words.</p> <p>Using phonics to support spelling of new words.</p> <p>Spelling word house 1</p> <p>Using 'and' to connect two ideas together.</p> <p>Identify a 'noun' and an 'adjective' in a sentence.</p> <p>Non-fiction - labels and captions.</p> <p>Poetry - dinosaurs - onomatopoeia</p>	<p>Fiction: Rags to riches Tale- focus Character Development Text: Jack and the Beanstalk Non-fiction: Persuasion - Giants R us</p> <p>Fiction: Journey Tale - focus Description with Adjectives Text: Arthur and the Chocolate Non-fiction: Instructions - How to make chocolate crispy cakes</p> <p>Daily phonics/spelling (Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p>Poetry: Character Description focus. Powerful adjectives Similes Metaphor</p> <p>Fiction: Rags to Riches Tale Cinderella Focus: Character</p> <p>Non-Fiction: Newspaper A Royal Wedding</p> <p>Poetry: Setting description focus. Powerful vocabulary Personification Senses.</p> <p>Fiction: Portal Tale Alice in Wonderland Focus: Setting</p> <p>Non-Fiction: Non-Chronological report Rabbits</p> <p>Daily spelling (See overview), handwriting and grammar (see school overview)</p>	<p>Fiction: Defeat the Monster story- Little Red Riding Hood focusing on developing style and vocabulary</p> <p>Non-Fiction: How to Catch a Wolf - Instructions.</p> <p>Fiction: Tale of Fear: No one at Home focusing on openings and endings.</p> <p>Non-Fiction: Explanation Text How to Put up a Tent.</p> <p>Daily spelling (See overview), handwriting and grammar (see school overview)</p>
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<p>Maths</p>	<p><u>Year 1</u> Number and place value Counting to 20 forward and backward. Reading and writing numbers to 20 in numbers and words.</p> <p>One more and one less, equal to, greater and less than.</p> <p>Counting in multiples of 2s and 5s.</p> <p>Addition and subtraction number bonds to 10 and then 20</p> <p>Read and write mathematical statements involving addition, subtraction and equals.</p> <p>Geometry - recognise and name 2d and 3d shapes, describe position and direction and movement including whole, half and quarter turns.</p>	<p><u>Year 2</u> Place value 2 digit numbers Repeat key concepts in many different practical ways to secure retention. Number fact to 20 & 100 Addition and subtraction word problems 2D shape and pattern Multiplication tables of 2, 5 & 10</p> <p><u>Year 3</u> Place value 3 digit numbers Number fact to 20 & 100 Addition and subtraction up to 3 digit numbers. Add and subtract using efficient mental and formal written column methods. 2D & 3D shape and perimeter Multiplication tables of 2, 5 & 10 moving on to 3, 4 & 8.</p>	<p><u>Place value</u> Read, write, order & compare numbers up to 1000 (1 million) Round numbers to nearest 10, 100, 1000 (100,000) Negative numbers Solve problems involving increasingly large numbers Prime numbers Roman numerals to 100 (1000)</p> <p><u>Addition/subtraction</u> Add & subtract numbers up to 4 digits (7 digits) using formal written methods Solve 2 step (multi-step) problems</p> <p><u>Multiplication/division</u> Know all facts up to 12x12 Multiply/divide numbers by 10, 100, 1000 Identify multiples, factors, square and cube numbers Multiply up to 3 digits by 1 digit (4 digits by 2 digits) using formal written method Divide 4 digits by 1 digit using short method & interpret remainders Problem solving</p> <p><u>Perimeter</u> Convert between different units of measure e.g kg to g Measure, calculate perimeter of rectilinear shapes (composite shapes)</p>	<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero. Round any whole number to a required degree of accuracy. Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp. Perform mental calculations, including with mixed operations and large numbers. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>
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PE	<p>Dance - focusing on listening skills as well as action, dynamics and space, linking and sequencing movements.</p> <p>Wet Welly walks - focusing on road safety and building stamina</p> <p>Multi-skills Balancing, throwing and catching, moving with control</p>	<p>Y3 Swimming</p> <ul style="list-style-type: none"> ♣ 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] ♣ perform safe self-rescue in different water-based activities <p>Multi-skills - throwing and catching with a focus on Netball To master basic movements of throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>Y2/3 Gymnastics and Dance develop flexibility, strength, technique, control and balance. Responding creatively to music in Dance.</p>	<p>Y4/5 Swimming</p> <ul style="list-style-type: none"> ♣ 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] ♣ perform safe self-rescue in different water-based activities <p>Y4/5 Dance and Gymnastics</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance <p>Yr5-Take part in Outdoor & Adventurous activities (Residential-Brenscombe)</p> <p>Netball Skills - to develop throwing and catching skills and participate in team games developing tactics of attacking, defending and shooting</p>	<p>Take part in Outdoor & Adventurous activities (Brenscombe)</p> <p>Netball Skills - to develop throwing and catching skills and participate in team games developing tactics of attacking, defending and shooting</p> <p>Dance - develop flexibility, strength, technique, control and balance</p>
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<p>Computing</p>	<p><u>Online safety</u> I can ask an adult when I want to use the Internet</p> <p>I can tell an adult when something worrying or unexpected happens while I am using the Internet.</p> <p>I can talk about the amount of time I spend using a computer (or tablet).</p> <p>I am careful with technology devices.</p> <p><u>Skills</u> I can operate simple equipment: take a picture using a digital camera.</p> <p>I can use simple equipment: a camera/tablet to video someone.</p> <p>I can tell you about technology that is used at home and in school.</p> <p>I can create shapes on a screen using a mouse, trackpad or touch to control a program.</p> <p>I can operate a keyboard and</p>	<p><u>Fix it and Find it</u> Programming</p> <ul style="list-style-type: none"> • give instructions to my friend and physically follow their instructions. • tell you the order I need to do things to make something happen and talk about this as an algorithm. • program a robot to do a particular task. • watch a program execute and spot where it goes wrong so that I can debug it. <p><u>Multimedia</u></p> <ul style="list-style-type: none"> • use technology to organise and present my ideas, including adding text and images. • use the keyboard on my device to add, delete and space text for others to read. • tell you about an online tool that will help me to share my ideas with other people. • save and open files on the device I use. <p><u>Technology in our Lives</u></p> <ul style="list-style-type: none"> • tell you why I used technology in my home and community. • identify benefits of using technology including finding information and communicating with others. 	<ul style="list-style-type: none"> • Technology in our Lives: I can recognise and evaluate different types of information I find on the World Wide Web. • Handling Data and Multimedia: I can develop my programming skills using Scratch. <p>I can use logical reasoning to detect and debug mistakes in a program.</p> <p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p>	<p><u>Technology in our lives</u> Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><u>e-Safety</u> Explain the consequences of spending too much time online or on a game</p> <p><u>Programming</u> Understand that efficient algorithms can be used to solve problems and to plan for specific outcomes. Design and write programs that accomplish specific goals. Use sequence, selection and repetition in programs. Use logical reasoning to detect and correct errors in algorithms and programs.</p>
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	<p>mouse to write captions.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • starting to understand that other people have created the information I use. • tell you why I use technology in the classroom. <p><i>e-Safety</i></p> <ul style="list-style-type: none"> • Protect my personal information when I do different things online. <p>Use the safety features of websites as well as reporting concerns to an adult</p>		<p><u>Multimedia</u> Select, use and combine a variety of software (including internet services) to design and create a range of programs and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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French/MFL	Spanish - greetings, counting, parts of the body, colours and family. Asking simple questions	French - greetings, counting, everyday items and family. Converse with simple questions and responses. Identify location and key features of France, taste and name typical traditional French food.	<p><i>Moi et mon école (Me and my school)</i></p> <p>In this unit, children learn to talk about what they do at school. They extend their knowledge of telling the time and express likes and dislikes for school subjects, using simple adjectives.</p> <p><i>Qu'est-ce que tu veux? (What would you like?)</i></p> <p>In this unit, children learn to ask for drinks and snacks and begin to learn about French money and vocabulary associated with festivals.</p> <p>Consolidate numbers, colours, days, months, family, weather.</p>	Les Animaux and Les Sports- plus revision of les Mois and Les couleurs
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PSHE/Learning to Learn	<p>Mindset and the dojo How to be a good learner. Resilience</p> <p>New beginnings</p> <p>Anti-bullying week - Power for Good</p>	<p>New Beginnings</p> <p>How do we learn focusing on the 4 Learning muscles</p> <ul style="list-style-type: none"> • Resilience • Collaboration • Curiosity and Creativity • Concentration <p>Getting on and falling out.</p> <p>Anti-bullying week - Power for Good</p>	<p>New Beginnings</p> <p>How do we learn focusing on the 4 Learning muscles</p> <ul style="list-style-type: none"> • Resilience • Collaboration • Curiosity and Creativity • Concentration <p>Anti-bullying week - Power for Good</p>	<p>New beginnings & enjoying learning</p> <p>Team building (Brenscombe)</p> <p>Anti-bullying week - Power for Good</p>
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<p>Learning Experience 1</p>	<p><u>Dinosaurs</u> When did they live? the work of the palaeontologist. Fossils and bones What did they eat? carnivores, omnivores and herbivores Where did they live? What did they look like? Comparing dinosaur bodies to ourselves; skeletons, senses and movement.</p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ identifying and classifying ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>History focus</u> - who was Mary Anning? Fossils and science</p>	<p><u>Australia - Geography</u></p> <ul style="list-style-type: none"> • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Use maps, atlases, globes and digital/computer mapping to locate Australia and describe features studied. • Use aerial photographs. <p>If time: Planning a trip to Australia and preparing a small itinerary- using maps/atlases to decide where to go and what to see.</p>	<p><u>World War 2</u> To investigate and interpret the past:</p> <ul style="list-style-type: none"> • To communicate historically • Use evidence to ask questions and find answers to questions about the past • Select suitable sources of evidence, giving reasons for choices <p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology:</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>To communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: • dates , time period, era, change , chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p><u>World War 2 - History focus</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. • Visitors to school - WI, children's pastimes. <p>Trip to M Shed Bristol tbc</p> <ul style="list-style-type: none"> • Visit to local Anderson shelter (Long Sutton).
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Maths Focus	Comparing size and length - different dinosaurs. Collecting data on favourite dinosaurs.	Plan and cost out your own trip to Australia (Links with Geography activities) Weighing out ingredients for Australian food	Dates/ Timeline	Ordering & rounding: dates & timelines. Real life context: money. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
Writing Focus	Writing simple reports on dinosaurs. Writing questions using what, where, why, when and who.	Information Leaflet Non-chronological report eg. Animals Design an advertising campaign poster to remind children to be sun safe in Australia—Slip Slap Slop (PSHE link)	Diary- viewpoint of evacuee Report writing Newspaper article Remembrance Day Poetry	Journalistic writing - newspaper report linked to Blitz. Informal letter writing - evacuee. Report - visitors to school tbc
Spoken Language	Asking and answering questions Talking about things they have learnt P4C Show and tell	Engage in meaningful discussions in all areas of the curriculum.	Role-play/ Drama of WW2 soldiers Describing events	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their knowledge and understanding. Use relevant strategies to build up their vocabulary. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

<p>Other curriculum areas covered e.g. Music/Art/D T Focus</p>	<p><u>Music</u> rhythm and timing. Playing percussion instruments. changing speed, changing loudness.</p> <p><u>Art</u> - self-portraits mixing colours moulding clay using tools</p> <p>DT - cooking, preparations for MacMillan Coffee Morning</p>	<p><u>Art</u></p> <ul style="list-style-type: none"> • Explore a variety of techniques. <p>Aboriginal art</p> <p>Uluru sunrise/ sunsets (mixing water colours or using pastels)</p> <p><u>Design and technology</u></p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from. <p>Food Technology</p> <p>Following instructions on how to make Lamingtons (link with English and Maths)</p> <p><u>Music</u> Music used for celebrations in life (Christianity) Explore the traditional instruments and music of Aborigines.</p>	<p><u>Art & DT</u></p> <p>Poppy making/ sketching</p> <p>Portraits</p> <p>Model making</p> <p><u>Music</u></p> <p>Learn basic music notation through the recorder. Play the recorder and sing as part of an ensemble. Develop an awareness of singing and playing in two parts. Perform to an audience.</p> <p>Listen to a range of pieces of music from different traditions.</p> <p>Explore Songs and music from WW2 and how the mood and lyrics of the music helped morale.</p>	<p><u>DT</u> Cook savoury dishes using WW2 recipes - rationing.</p> <p><u>Music</u> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers from WW2.</p> <p><u>Art</u> Learn about great artists, architects and designers in history.</p>
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Linked extended home learning projects	N/A	Learning Log about Australia	World War 2 learning project-research based.	Design and make own Anderson shelter. Learn and perform a song or poem from WW2.
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<p>Learning Experience 2</p>	<p><u>Castles</u> Identify different parts of a castle, buildings and structure.</p> <p>Who lives in a Castle - different roles.</p> <p>Knights, dragons and princesses - stories about castles</p> <p>Materials for building. Defences</p> <p>Food - what food would be eaten in a Medieval castle. Banquets - design a healthy banquet.</p>	<p><u>Science - Forces and Materials</u></p> <p>Forces</p> <ul style="list-style-type: none"> • Describe basic movements. • Look at the effect of gravity and drag forces • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. 	<p><u>Science Focus:</u> <u>Earth and Space</u> - (Science week)</p> <p>To work scientifically:</p> <ul style="list-style-type: none"> • To ask relevant questions • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas. <p>To look at the movement of the Earth and the Moon:</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. <p>To explain day and night:</p> <ul style="list-style-type: none"> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>After Science week: <u>Geography focus:</u> <u>London</u></p> <p>To investigate places:</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images 	<p><u>Circulation & Diet (Science Focus)</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Earth & Space (Science Week)</u> Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
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			<p>compared with maps and topological maps - as in London's Tube map). To communicate geographically:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography looking R.Thames • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: land use, population densities). 	
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Maths Focus	Exploring buildings and 2d and 3d shapes. Using repeating patterns to design coats of arms and crowns.	Measure the distance and test a Toboggan or marble run	Measure- distances Axis on maps	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Interpret and construct pie charts and line graphs and use these to solve problems.
Writing Focus	Labeling diagrams diary entries - life in a castle. Stories about knights and princesses, dragons and wizards.	Scientific writing	Non-chronological report Instruction writing	Non chronological report
Spoken Language	poetry performance group work - asking questions Role-play - the role of the expert (historian) P4C show and tell	Speak to small and larger audiences at frequent intervals.	Questions Explanations and formulating hypothesis	
Music/Art/D T Focus	<u>DT</u> Design and build castles using junk modelling, wood and other construction materials To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and	<u>DT</u> Investigate how different materials can be used in the design of a marble run. <u>Music</u> Music used for celebrations in life (Christianity) Explore the traditional instruments and music of Aborigines.	<u>DT</u> Model making -Earth and beyond. London landmark models Creating maps of cities <u>Art</u> Painting- lunar scenery Galileo- as an astronomical artist	<u>Art</u> Develop and imaginatively extend ideas from starting points throughout the curriculum: Robert T McCall <u>Music</u> Thoughtfully select a piece of music in order to reflect the mood of the chosen artist.

	<p>communication technology</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p>			
Linked extended home learning projects		Learning Log about Science Forces & materials	London- Independent Learning Project	