

Subject	Are Australians really upside down?	Toy Story	Mother Nature
English – Class Books	Stories from The Billibong by James Vance Marshall	Naughty Amelia Jane by Enid Blyton An Indian In My Cupboard by Lyne Reid Banks	Captain Fact and the Dinosaurs/ Captain Fact and the Creepy Crawlies by Knife and Packer The Great Fire Dogs by Megan Rix
Intent	Children will learn about the Aboriginal stories and encounter cultural language from Australia.	NAJ - Links with toy theme Old fashioned English wording and phrases from a different time with different cultural values. IIMC – Links with toy theme and has a broad range of vocabulary from which the children can learn from.	CF& D Links with Mother Nature theme and history of dinosaurs (a literacy unit) Text boxes, facts mixed with fiction, young text. CF & CC Links with Mother Nature theme, comic strip style book. Modern text. GFD – links with Great Fire of London historical novel about 2 dogs in the fire of the London.
English-Fiction	Fiction Stories in Familiar Settings: Letters and Postcards. Diaries Persuasive Writing Shape/Concrete Poems Rhyming couplets poetry using onomatopoeia, calligrams, alliteration and concrete poems	Traditional Stories including those from Other Cultures Playscripts Adventure Stories - Dragons Repetative poetry: If I had wings by Pie Corbett. Limericks	Extended Fantasy Stories Comparing stories from the same author - Anthony Browne. Performance Poetry : Tummy Beast by Roald Dahl Traditional poetry: The Owl and the Pussy Cat
English Non Fiction	Profiles Non Chronological Reports and posters Research and note taking. Report writing.	Report Writing Non Chronological Texts Instructions – recipes, making pizza (linked to DT). Children will create labelled/captioned posters of their favourite toys and produce work to add to a class books of toys (linking to history/geography). Advertising posters.	Report Writing Non Chronological Texts Recount (Diaries of real people).
Intent	To plan a story in a familiar setting. To be able to understand the different forms of a letter and write own in chosen e.g. letters, e mails, postcards. To look and understand the features of a diary and create a diary with cultural themes. To create posters for purpose, recognising how the layout of posters effects the effectiveness of its communication To write simple profiles for posters or a classbook. To research information from books and on-line sources to create posters and a class book To understand how to write a book review and their purpose. To be able to identify a concrete poem and write their own with the correct features.	To be able to read & compare stories and create their own to include traditional themes, recognising the gender bias that exists in these stories. To understand the features of a persuasive poster and create. To understand the features of a playscript and collaboratively create a group playscript to advertise their Pizza (Linked to DT). To create a non fiction book with features which including an index page and contents page. To understand the fetatures of a recipe and write a recipe including all the key features. (Linked to DT) To understand Limericks and perform. To understand the basic features of a limerick and write own to include features and rhying patterns.	To be able to create a book along the theme of My Brother by Anthony Browne. To understand some books have chapters and be able to write a chaptered story using paragraphs. To write newspaper reports and write in character diary entries on the fact based accounts of the plague and the fire of London. To learn, recite and perform poetry using percussion instruments or their bodies to create rhythm and beat (linking to music).

	<p>Securing Fluency to Twenty</p> <p>Place Value – Making Tens and Some More Place Value and Regrouping Two-Digit Numbers Counting On and Back in Ones and Tens from any Number</p> <p>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures Estimation and Magnitude</p> <p>Numbers to 20 – Mental Addition and Subtraction Finding Complements of 10 and 100 Including Measures</p> <p>Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers</p> <p>Finding Part or Whole Unknown</p> <p>Money – Making Combinations and Finding Change Comparison (difference, more, less, fewer) Measures – Estimation and Measure Using Different Scales</p> <p>Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts</p>	<p>Place Value – Making Tens and Some More Place Value and Regrouping Two-Digit Numbers Counting On and Back in Ones and Tens from any Number</p> <p>Written Addition Method Commutativity in Addition but not in Subtraction Written Subtraction Method</p> <p>Problem Solving with Addition and Subtraction in a Range of Contexts</p> <p>Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To Time – Estimating, Ordering and Comparing Time</p> <p>Double and Halve One and Two-digit Numbers and Amounts of Money Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s)</p> <p>Multiplication – Multiples and Repeated Addition</p> <p>Multiplication – Number of Groups, Group Size and Product Multiplication Problem Solving</p> <p>Division – Sharing and Grouping Division – Sharing and Grouping Problems including Remainders</p> <p>Co-ordinates</p>	<p>Fractions – Finding Halves, Quarters and Thirds of Amounts Fractions – Finding Halves, Quarters and Thirds of Shapes Fractions – Finding Three-Quarters of Shapes and Amounts</p> <p>Fractions – Equivalence Fractions – of Continuous Quantities</p> <p>Time – Telling the Time to the Nearest 5 Minutes</p> <p>Problem Solving for all Operations (including Fractions)</p> <p>Multiplication and Division – Equality and Balance</p> <p>Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting Geometry – Symmetry</p> <p>Mental Calculation Review</p> <p>Geometry – Sequencing Geometry – Rotation and Right Angles</p> <p>Place Value and Written Calculation Review</p>
Maths across in the Curriculum	<p>Science – Measuring time and amounts.</p> <p>Science – Sorting data.</p> <p>Geography – collecting and representing data.</p> <p>History – timelines</p>	<p>Science – sorting and presenting data.</p> <p>Geography – co-ordinates</p> <p>History – timelines</p> <p>DT – measuring and shapes (2d and 3d)</p>	<p>Science – sorting and presenting data.</p> <p>Science – measuring time and lengths.</p> <p>History - timelines</p> <p>Geography – co-ordinates, measuring distances.</p> <p>Computing – databases/representing sorting/data.</p>
R.E	<p>Who is an inspiring person?</p> <p>How and why do we celebrate significant times?</p>	<p>What is the 'good news' that Christians believe Jesus brings?</p> <p>Why does Easter matter to Christians?</p>	<p>How do we show we care for the Earth? Why does it matter?</p> <p>What can we learn from sacred books and stories?</p>
Intent	<p>To give examples of how stories, texts and teachings to guide peoples beliefs and actions for example Mother Theresa and Martin Luther King</p> <p>Connect stories about inspiring people to their own lives and give reasons for their views</p> <p>To give examples of how stories show what people believe e.g. stories behind a festival eg: Christmas.</p>	<p>To give examples of how Christians use stories and teachings to guide their actions</p> <p>To give examples of how Easter story show what Christians believe and link this to how the story influences Christians actions.</p>	<p>To identify and compare how different religions encourage believers to care for the Earth</p> <p>To think, talk and ask questions about whether their studies effect their own views on caring for others</p> <p>To give clear, simple accounts of what stories and other texts mean to believers</p> <p>To connect stories to how believers behave in everyday life.</p>
Computing	<p>Purple Mash 2.1 Coding</p> <p>2.2 Online Safety</p> <p>2.3 Spreadsheets</p>	<p>2.4 Questioning</p> <p>2.5 Effective Searching</p> <p>2.6 Creating Pictures</p>	<p>2.6 cont.</p> <p>2.7 Making Music</p> <p>2.8 Presenting Ideas</p>

Intent	<p>Children will learn:</p> <ul style="list-style-type: none"> -To understand what an algorithm is. -To understand how use the Repeat command. -To create and debug simple programs, by using logical reasoning to predict the actions instructed by the code -To use copying, pasting and totalling tools -To use a spreadsheet to add amounts -To create a table and block graph -To use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Children will understand that questions are limited to 'yes' and 'no' in a binary tree.</p> <p>Children will learn</p> <ul style="list-style-type: none"> -To use a database to answer more complex search questions. -To use the search tool to find information. -To gain a better understanding about searching on the Internet. -To identify the basic parts of a web search engine search page. <p>Children can use 2Paint a Picture to create art based upon different art styles, gaining increasing control over paint tools.</p>	<p>Children will be introduced to making music digitally using 2Sequence.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -To explore, edit and combine sounds using 2Sequence. -To record their own sound and upload it into the Sounds section. <p>Children can create digital content to achieve a given goal by combining software packages.</p>
E-safety throughout the year	Regular reminders of what makes for safety online- telling a trusted adult if we see something we don't like, not telling anyone personal information, only take photos with permission, cover the screen if we are upset by anything we see online. Children will understand that information put online leaves a digital footprint or trail. Children will learn to identify the steps that can be taken to keep personal data and hardware secure.		
Intent	To teach children to use technology safely and to keep personal information private.		
Science	Materials and their properties	Animals Including Humans & Habitats	Plants
Intent	<p>To be able to identify and compare the suitability of a variety of everyday materials different uses (eg: roof, wall, mopping up cloths, etc).</p> <p>To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To understand that animals, including humans, have offspring which grow into adults(lifecycles).</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To explore what makes a healthy meal.</p> <p>To investigate what makes a good habitat for a selection of different animals.</p>	<p>To understand and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe what a healthy plant needs to thrive.</p> <p>To grow plants and observe their growth.</p>
History	<p>Famous People of UK and Australia</p> <p>UK - Guy Fawkes, Florence Nightingale, Brunel, Captain Cook, David Attenborough.</p> <p>Australia – Eddi Mabo, Edith Cowan, Sir Douglas Mawson and Steve Irwin Cathy Freeman</p>	<p>Toys - Children investigate the history of teddy bears, dolls and games.</p>	<p>The Plague and The Fire of London</p>
Intent	<p>To understand how these people have changed the way we live today.</p> <p>Compare what it was like then to what it like now.</p> <p>To understand how these people have contributed to national and international achievements.</p> <p>To explore the cultural struggle of Aboriginal people.</p>	<p>Children learn how to play games that children have played in the past and make their own versions of toys from different eras (peg dolls, jacks, wind along car).</p> <p>To explore the history and diversity of dolls.</p> <p>To show children how toys have changed through the times.</p> <p>To use living memory to help children understand why changes have occurred.</p>	<p>Children investigate the time of the plague and get into character of a plague victim. They make a model street of London and set fire to it. To learn about different aspects of life in a different time.</p> <p>To learn about significant historical events and what natural occurrences impacted on what happened.</p> <p>To understand how these events had an impact on how we live today.</p>

Geography	Where in the world is Australia? How is it different to the UK?	Maps and Mapping of the Continents.	Islands
Intent	To compare the weather, geographic features and living habits in the UK and Australia country. To collect, record and interpret data on the two countries. To understand that the UK is made up of 4 different countries. To understand that Australia is made up of 5 states and 2 territories.	To be able to read a map using co-ordinates. To be able to locate the 7 continents and understand the physical geographical and human features of each continent. To link toys to different parts of the world.	To investigate what it is like to live on an island and what a 'living' island needs to have to be successful. To design and their own island with features. To be able to compare living on a small island to living on the mainland. To understand the important human and physical geographical features of an island.
Music (using Charanga Music School)	HANDS,FEET,HEART: A song that celebrates South African music. Learn the Christmas play songs for performance.	I WANNA PLAY IN A BAND: a rock song for children. Zootime A reggae song.	FRIENDSHIP SONG: this song provides a framework for singing, appraising, Composing and improvising They will appraise other well known songs about friendship. REFLECT,REWIND AND REPLAY: consolidates the learning that has occurred during the year. Songs about the Great Fire of London
Intent	As well as learning to sing, play, improvise and compose with a particular song, children will listen and appraise different styles of South African music. To keep a beat or pulse. Clap a simple rhythmn. Sing for enjoyment and performance.	To appraise rock music, the instruments that would usually play in a rock band and the style indicators of the music. To sing,accompany and appraise a reggae song Zootime while finding out about what the style indicators are of reggae, the instruments mainly used and where reggae music originated from. Children to learn musical terms pitch and tempo in more depth and sing for enjoyment and performance.	Through the song and other songs that they will listen too, the children will learn about friendship and discuss social themes and topics that arise from these songs- links to PHSE. The children will sing in two parts, accompany the song with percussion instruments, recognising the importance of tempo and time signature and will compose music to accompany a song. To learn in more depth how dynamics, sound colour and expression are important in music.
Art and Design	'Aboriginal Art' Create their own face paint design and animal paintings using the Aboriginal 'point' painting technique.	Colour Chaos: Kandinski, Mondriel and Rothko.	Natural Art Children look at sculptures of Andy Goldsworthy and create their own ephemeral art.
Intent	To know that art is present in many cultures. To experiment with the 'pointing' technique to create their own own work.	To be able to mix colours, make different shades, and tints of the same colour. To introduce different artists and their techniques so that the children can experiment with them to	To understand what 'sculpture' means. To understand ephemeral art To create their own sculptures in the style of an artist using particular techniques.

	ONGOING ACROSS YEAR: To be able to express clear preferences To be able to talk about materials, techniques and processes	create their own work using pencils, chalk or charcoal. To create a colourful packaging for a Pizza (Linkd to DT).	
Design Technology	Design and create a Christmas Decoration. (Sewing). Research different decorations and then design and make their own from a range of fabrics.	Design a healthy pizza and packaging.	Design and create a papier mache mask. Study a variety of masks for a range of different purposes
Intent	To design and make their own Christmas decoration from a range of fabrics. To make a prototype before making a functional and appealing decoration. To know a variety of different stitches including running stitch, back stick and blanket stitch.	To understand need for variety of food in a diet To understand all food has to be farmed caught, grown. To use wider range of cooking techniques to prepare food safely. To investigate, create and design packaging to take home their healthy pizza.	To design a purposeful, functional and appealing mask papier mache mask in an aboriginal style To understand how to evaluate and assess existing products and their own against a design criterion (reflecting on design and purpose.) To develop cutting skills, joining skills, make prototypes To communicate their ideas through designing and making
P.S.H.E (Personal, Social, Health and Economics)	Growth Mindset SEAL - New Beginnings SEAL – Getting on and Falling Out	SEAL - Going For Goals SEAL - Good To Be Me	SEAL – Relationships SEAL - Changes
Intent	To understand what it means to belong to a family and the school community, To state the characteristics of a good friend To understand how people are different and have differences, To be able to manage feelings, how to make good choices, To know what is fair and unfair To know how to solve conflicts within friendship groups.	To understand how we learn best To understand how to choose and set realistic goals, To be able to use strategies learnt to improve outcomes. To understand and act assertively and appropriately to different feelings.	To know how to deal with and manage feelings about relationships with family and friends. To know that although change can be difficult, it is necessary to progress with ideas and other areas of life.
SRE Intent within PHSE	To know that differences between people are to be respected To know how fair and unfair relates to getting on and falling out	To learn why it is important to keep clean To know the difference between a good secret and a bad secret have considered personal space, touch and my body	To learn that humans produce babies, which grow into children and then into adults. How they have changed and developed since they were babies.
P.E.	Games – Tag Rugby Gymnastics - Movement Dance – Aboriginal “Dream Time” Dance	Games – Netball and Tennis Gymnastics - Movement Dance – Toy Story Theme	Games – Cricket/Rounders Atheletics – throwing, jumping, running. Gymnastics
Intent	To stop/catch a ball with control To copy, remember, explore and repeat simple actions varying speed and levels To perform with control and co-ordination To recognise a change in temperature and heart rate during exercise	To pass a ball to someone else Begin to select simple actions to construct basic sequences To respond imaginatively to a variety of stimuli vary dynamics, levels, speed and direction To articulate the need for warm up and cool down	Take part in attack/defend games To identify the difference between my performance and that of others To change speed and direction whilst running Jump at length from a standing position To throw a variety of objects with one hand To articulate what is happening to my body during exercise

Turquoise highlighting indicates opportunities in the curriculum taken to reinforce diversity, respect and the desire for equality across all communities