

| Subject        | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|----------------|--|---|---|--|--|--|
| Theme          | Food, glorious food!   | Superheroes.  | It's a kind of magic.   | Rabbit, rabbit, rabbit.  | Things that go bump in the night.  | Through the keyhole.   |
| Class novel    | <b>The Lighthouse Keeper's Lunch</b> by David and Amanda Armitage<br><b>The Lighthouse Keeper's Picnic</b> by David and Amanda Armitage<br><b>Chocolate Cake</b> by Michael Rosen  | <b>Traction man</b> (Stories with patterned language)<br><b>VLAD and the Great Fire of London</b> by Kate Cunningham<br><b>Where the Poppies now grow</b> by Hilary Robinson and Martin Impey<br><b>Florence Nightingale- A story from the Crimean War</b> (Biography)  | <b>Leon and The Place Between</b> by <b>Grahame Baker-Smith</b><br><br><b>Into the Forest</b> by Anthony Browne<br><br><b>Mr Brown the Circus Clown</b> by Ken Nesbit – poetry.   | <b>The Rabbit Problem</b> by Emily Gravitt<br><br><b>Wolves</b> by Emily Gravitt<br><br><b>Spells</b> by Emily Gravitt   | <b>The Owl who was Afraid of the Dark</b> by Jill Tomlinson  | <b>The Knight and the Dragon</b> by Tommy DePacla (Features of letter writing)<br><b>Tell me a Dragon</b> by Jackie Morris<br><b>The Egg</b> by M. P. Robertson<br><b>The Dragon</b> (Pobble still image)  |
| English genres | Instructions and use of imperative verbs – Making a Lighthouse<br><br>Familiar settings – recount and own versions of a familiar story including sentence openers and time connectives<br><br>Poetry – Chocolate Cake by Michale Rosen, use pattern and rhyme and perform poem to an audience. | Biography – Florence Nightengale or Crimean Soldier. Focusing on emotive language and linking with role play opportunities.<br><br><b>Patterned language - Stories from other cultures -</b><br><br>Write a diary entry and Letter writing using the features of first person narrative. –Florence Nightingale.<br>Poems – Great Fire of London, Bonfire poems focussing on descriptive language, mood and setting. | Fantasy/imagined story - Write own story of magic.<br><br>Persuasive Writing and features of advertising - Posters for a magic show<br><br>Discussion – Into the Forest Where might it lead? Write your own ending.<br><br>Poetry – description of circus acts. Explore rhythm and rhyme through poetry and music.  | Non-chronological reports and non fiction writing - Looking at their own creature (linked with Spells by E Gravett).<br><br><b>Traditional stories – fables/classic - Create their own fable</b>   | Non-chronological reports – Nocturnal animal booklets<br><br>Extended/sustained story using knowledge of how stories are built up- Write a new chapter for The Owl who was afraid of the dark.<br><br>Poems – Write poems about nocturnal animals. Look at the features of acrostic poems. | Newspaper report writing and stylistic features - Dragon Sightings in local area.<br><br>Letter writing and first person narrative– Knight to the Dragon proposing a battle.<br><br>Explanation and Adventure based on still image 'The Dragon.' Write a diary Entry using the features of a diary – GF Warwick. |
| Maths          | <b>Number</b> – Place Value, tens and ones.<br>Count, represent multiples of ten, estimate position on a number line 0-100.<br>Addition and Subtraction with multiples of ten, Explore counting sequences between 0-100.<br>Counting groups objects using tens and ones and combining.         | <b>Number</b> - Place value of hundreds, tens and ones, compare numbers using more/less greater/fewer < > = <b>NCETM Unit 1</b><br><b>Addition and Subtraction</b> - Number Facts and subitising, explore addends, using 3 in any order, add and subtract two numbers that bridge tens. Add   | <b>Number</b> - Number facts and subitising, rounding numbers to nearest 10. Use place value and number facts to solve problems.<br><b>Multiplication and division</b> – explore equal groups and arrays, divide by 2 by sharing, explain relationship between 2,5,10. <b>NCETM Unit 6</b><br><b>Addition and subtraction</b> - Add and subtract one from any two | <b>Number</b> - Place value including hundreds, Number facts and subitising. Begin to solve two step problems with number.<br><b>Multiplication and division</b> - explore equal groups by sharing and grouping, use knowledge of 2,5,10 | <b>Number</b> and place value, Number facts and subitising, Solve two step problems, choosing the correct operation.<br><b>Addition and Subtraction-</b> including column subtraction<br><b>Measurement</b> - Find totals and give change from 20p, 50p and £1,                            | <b>Number</b> and place value inc <b>negative numbers</b><br>Number facts and subitising<br><b>Multiplication and division</b> - Explain how halving and doubling are related.<br>Explain, quotitive and partitive division. <b>NCETM Unit 13</b>  |

|         |  |  |  |   |  |  |
|---------|--|--|--|---|--|--|
|         | <p>Compare two-digit numbers using tens and ones and exploring non-standard partitioning. <b>NCETM Unit 1 &amp; 2</b></p> <p><b>Measurement</b><br/>Counting in 10s and estimate measures using number lines and rulers<br/>Measures using coins of 10p and 1p as a form of tens and ones.</p>   | <p>two 2 digit numbers using column addition method.<br/>Find different between two consecutive numbers by counting on, calculate using pictograms and bar charts - (linked to science) <b>NCETM Unit 3 &amp; 4</b></p> <p><b>Multiplication and Division</b> - Explore equal groups as repeated addition, pupils explain each part of the multiplication equation <b>NCETM Unit 5</b></p>   | <p>digit number, add and subtract 10 from any two digit number using knowledge of tens and ones, Add 2 digit numbers crossing the ten, use number bonds to subtract from 2 digit number. Introduction to expanded method <b>NCETM Unit 8</b></p> <p><b>Measurement</b> - Revise coins, find totals and give change from 20,, 50p and £1, Make the same total in different ways <b>NCETM Unit 9</b></p> <p><b>Fractions</b> - Explore equal parts and identify <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{4}</math> of shape and apply this to number. <b>NCETM Unit 10</b></p> | <p>timetables to solve problems.<br/>Divide by 2, 5, 10 through sharing and grouping <b>NCETM Unit 6 &amp; 13</b></p> <p><b>Geometry</b> - 2D and 3D shape. Explore properties through vertices, sides, faces <b>NCETM Unit 7</b></p> <p><b>Measurement</b> - Know equivalent measures using ml, L, g, Kg, cm, M <b>NCETM Unit 14</b></p> <p><b>Addition and subtraction</b> - 2 digit numbers, Add and Subtract using the expanded method. <b>NCETM Unit 8</b></p> | <p>Solve problems involving money. <b>NCETM Unit 9</b></p> <p><b>Fractions</b> - Write simple fractions of amounts. Explore equal parts and identify equivalent fractions of <math>\frac{1}{2}</math> <b>NCETM Unit 10</b></p> <p><b>Measurement</b> - tell time to hour, half past and 5 minutes. Solve problems involving time <b>NCETM Unit 11</b></p> <p><b>Geometry</b>- Explore turns, clockwise and anti clockwise, right angle turns. <b>NCETM Unit 12</b></p> | <p><b>Statistics</b> - Tally charts, pictograms and interpreting information.<br/><b>Measurement</b> - capacity, volume, mass - read scales of cm, M, Kg, g, ml and L in 10s 100s. Read a thermometer to the nearest 10. Solve problems related to measure <b>NCETM Unit 14</b></p> <p><b>Geometry</b> - investigate shape problems, explore what is the same/different. Explore right angles in shapes and find angles that are greater than/less than a right angle. <b>NCETM Unit 7</b></p> |
| Science | <p><b>Animals inc humans</b></p> <ul style="list-style-type: none"> <li>Animal reproduction</li> <li>Healthy living</li> <li>Basic needs</li> <li>Know the basic stages in an animal's life cycle incl humans.</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> <li>Find out about and describe the basic needs of animals for survival (water, food and air).</li> </ul> | <p><b>Everyday materials</b><br/>Investigate which materials keep Traction man dry.</p> <ul style="list-style-type: none"> <li>Identify/name different materials</li> <li>Properties of materials</li> <li>Compare the use of materials</li> <li>Compare movement on different surfaces</li> <li>Know how materials can be changed by squashing, bending, twisting and stretching</li> <li>Know why a material might or might not be used for a specific job - 'suitability'.</li> </ul> | <p><b>Science Week: Health and Healthy Bodies</b></p> <p>Focus on Working scientifically.</p> <p>Make a healthy meal and record a food and exercise diary.</p>   | <p><b>Plants</b><br/>Plant Carrot seeds and investigate the conditions for germination.</p> <ul style="list-style-type: none"> <li>Plant and seed growth</li> <li>Plant reproduction</li> <li>Keeping plants healthy</li> <li>Observe, know and explain how seeds and bulbs grow into plants.</li> <li>Find out and describe what plants need in order to grow and stay healthy (water, light</li> </ul>  | <p><b>All living things and their habitats</b> - Including nocturnal animals and minibeasts</p> <ul style="list-style-type: none"> <li>Alive or dead</li> <li>Habitats</li> <li>Explore, compare and classify things by living, dead or never alive.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Know how a specific habitat</li> </ul>   | <p><b>All living things and their habitats</b> - Including food chains</p> <ul style="list-style-type: none"> <li>Adaptation</li> <li>Food chains</li> <li>Know that most living things live in habitats to which they are suited</li> <li>Identify and name different sources of food for animals</li> <li>Know about &amp; explain a simple food chain.</li> </ul>   |

|           |   |   |   |   |  |  |
|-----------|---|---|---|---|--|--|
|           |   |   |   | and a suitable temperature)   | provides for the basic needs of things living there (plants and animals) and how they depend on each other. <ul style="list-style-type: none"> <li>• Know that most living things live in habitats to which they are suited</li> </ul>   |  |
| Computing | <b>Computing systems and networks- IT around us</b> <ul style="list-style-type: none"> <li>• Recognise the uses and features of information technology</li> <li>• Identify information technology in the home</li> <li>• Identify information technology beyond school</li> <li>• Explain how information technology benefits us</li> <li>• Show how to use information technology safely</li> <li>• Recognise that choices are made when using information technology</li> </ul> | <b>Creating media – Digital photography</b> <ul style="list-style-type: none"> <li>• Use a digital device to take a photograph.</li> <li>• Make choices when I am taking a photograph.</li> <li>• Describe what makes a good photograph.</li> <li>• Decide how to improve a photograph.</li> <li>• Use tools to change an image.</li> <li>• To recognise that photos can be changed.</li> </ul> | <b>Programming – Robot algorithms</b> <ul style="list-style-type: none"> <li>• Follow and give instructions.</li> <li>• Explain what happens when the sequence of instructions is changed.</li> <li>• Use reasoning to predict the outcome of a program.</li> <li>• Recognise that programming projects can have code and artwork.</li> <li>• Design an algorithm</li> <li>• Create and debug a program.</li> </ul> | <b>Data and information – Pictograms</b> <ul style="list-style-type: none"> <li>• Recognise that we can count and compare objects using tally charts.</li> <li>• Interpret pictograms</li> <li>• Create a pictogram.</li> <li>• Sort and compare objects</li> <li>• Collect data</li> <li>• Present data on the computer</li> </ul> | <b>Creating media- Making Music</b> <ul style="list-style-type: none"> <li>• Say how music can make us feel.</li> <li>• Identify that there are patterns in music.</li> <li>• Describe how music can be used in different ways.</li> <li>• Show how music is made from a series of notes.</li> <li>• Create music for a purpose.</li> <li>• Review and refine music created in class.</li> </ul> | <b>Programming – Introduction to animation</b> <ul style="list-style-type: none"> <li>• Choose a command for a given purpose.</li> <li>• Join a series of commands together.</li> <li>• Identify the effect of changing a value.</li> <li>• Explain that each sprite has its own instructions.</li> <li>• Design the parts of a project.</li> <li>• Use an algorithm to create a program.</li> </ul> |
|           | Email throughout the year – also link with e-safety and PSHE Jigsaw unit.   |   |   |   |  |  |
| History   |   | <b>Beyond living memory</b><br>Research into the Great Fire of London, Samuel Peypys, Florence Nightingale and Mary Seacole<br>Make references to the Crimean War and compare with  | <b>Beyond living memory</b><br><b>Look at how magic and performance has changed over time (watch a clip from The Greatest Showman).</b>   | <b>Beyond living memory</b><br>Research into Grace Darling as part of our topic on Lighthouses.<br>How has technology   |  | Explore Warwick Castle and how castles changed over time. Research into Great Fire of Warwick linking back to our  |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           |   | <p>Hospitals today. How did nurses support with the pandemic in 2020-21?</p> <p><b>Lives of Significant People</b><br/>         Know about a famous person from outside the UK and explain why they are famous.<br/> <i>Make links with Mary Seacole and Florence Nightingale</i></p> <p><b>Local history</b><br/>         Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc)<br/> <i>Identify how hospitals have changed over time and the key role that Florence Nightingale played in creating change.</i></p> | <p>Know about an event or events that happened long ago, even before their grandparents were born.</p> <p><b>Lives of Significant People</b><br/> <i>Look at the life of Harry Houdini.</i><br/>         Know about a famous person from outside the UK and explain why they are famous.</p> | <p>changes today. Link with the advances in RLNI.</p> <p>Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>Know what we use today instead of a number of older given artefacts.</p> <p>Know that children's lives today are different to those of a child long ago.</p> |   | <p>learning about Great Fire of London.</p> <p><b>Local history</b><br/>         Know how the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc)</p>  |
| Geography | <p>Identify where in the world our food comes from –<br/> <i>Linked to Science Healthy Eating and Basic needs</i></p> <p><b>Location Knowledge</b><br/>         Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know the 7 continents and its oceans.</p> <p>Label the UK map with capital cities and locate the UK using the globe.</p> <p><b>Place knowledge</b><br/>         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><b>Skills and fieldwork -</b><br/>         Linked to maths position and direction<br/>         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<br/>         Take a walk around the local area using road maps. Explore google earth and locate local area points of interest. Link with maths learning about position and direction. Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p> | <p><b>Human and physical geography -</b><br/>         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. Comparing arctic/desert and British weather. Look at climatic differences in animal habitats<br/>         Locate the equator on the globe. Identify where the poles lie and why the north and southern hemisphere have different climates.<br/>         Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p> |

|     |  |  |   |  |   |   |
|-----|--|--|---|--|---|---|
|     |  |  |   |  | <p>physical features; devise a simple map; and use and construct basic symbols in a key 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>river, soil, valley, vegetation, season and weather<br/>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> |
| Art |  | <p><b>Drawing</b><br/>Great Fire of London Scene -<br/><i>Linked to History and English</i></p> <p><b>Use drawing, painting and sculpture to develop their ideas, experiences and imagination</b></p> <ul style="list-style-type: none"> <li>choose and use three different grades of pencil when drawing</li> <li>know how to use charcoal, pencil and pastel to create art</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>create individual and group collages</li> <li>use different kinds of materials on my collage and explain why I have chosen them</li> <li>use repeated patterns in my collage</li> </ul> | <p>Picasso - Exploring bold colour and line.</p> <p>Developing techniques in colour, pattern, texture, line, shape, form and space. Sims and diffs between Picasso and other surrealist artists.</p> <p>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. (Picasso)</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p><b>Range of artists</b><br/><b>Study a range of artists, craft makers and designers.</b></p> <ul style="list-style-type: none"> <li>suggest how artists have used colour, pattern and shape</li> <li>know how to create a piece of art in response to the work of another artist</li> </ul> <p><b>Sketch books:</b></p> |  | <p>Drawing, painting and sculpture. <i>Linked to The Owl that was afraid of the dark. English</i></p> <p>Create own clay owls. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Using Materials</b><br/>Use colour, pattern, texture, line, form, space and shape use a range of materials creatively to design and make products develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>know how to make a clay pot and know how to join two clay</li> </ul> |   |

|                   |  |  |  |  |   |   |
|-------------------|--|--|--|--|---|---|
|                   |  |  | <ul style="list-style-type: none"> <li>begin to demonstrate my ideas through photographs and in my sketch book</li> <li>set out my ideas, using 'annotation' in my sketch book</li> <li>keep notes in my sketch book as to how I have changed my work</li> </ul>                   |  | <p>finger pots together</p> <ul style="list-style-type: none"> <li>know how to mix paint to create all the secondary colours</li> <li>know how to create brown with paint</li> </ul> <p>know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> |   |
| Design Technology | <p>Make a Lighthouse and Cottage with a working pulley. <i>Linked to Lighthouse Keeper DT</i></p> <p><b>Technical knowledge</b><br/>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, pulleys] in their products</p> <p><b>Design</b><br/>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> |  | <p>Healthy Eating – Looking at healthy options and making a healthy snack/meal - <i>Linked to Science Health Week</i></p> <p><b>Cooking and nutrition</b><br/>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> | <p>Design, make and evaluate puppets .<br/>Make a rabbit puppet.<br/><i>Linked to The Rabbit Problem English</i></p> <p><b>Design</b><br/>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b><br/>select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p> |   | <p>Make own Castle with a working drawer bridge - <i>Linked to Warwick Castle History</i></p> <p><b>Technical Knowledge</b><br/>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p><b>Design</b><br/>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> |



|      |   |  |   |  |   |
|------|---|--|---|--|---|
|      | <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b><br/>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> |  |   | <p>shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b><br/>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> | <p><b>Make</b><br/>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b><br/>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> |
| R.E. | <p><b>How should we care for others and the world, and why does it matter?</b><br/>Retell Jewish and Christian stories about caring for others and the world.</p> <p>Identify ways Christians and Jewish people respond to these.</p> <p>Share stories of Harvest and identify the practical ways in which Christians demonstrate sharing.</p>  | <p><b>How and why do we celebrate special and sacred times?</b><br/>Identify ways Christians celebrate Easter.</p> <p>Learn about the Jewish festival of Pesach.</p> | <p><b>Who is a Sikh and what do they believe?</b><br/>Sharing stories that help show how Sikhs think of their God. (Waheguru)</p> <p>Chn will learn about Guru Nanak and other important Sikh beliefs, and practices.</p> | <p><b>How can we learn from sacred books?</b><br/>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Retell stories from the Christian Bible, Jewish Torah and Muslim Holy Qur'an.</p>  |   |

|                                 |  |  |   |   |  |  |
|---------------------------------|--|--|---|---|--|--|
| P.E.                            | <p>Use hitting, kicking and/or rolling in a game.<br/>Stay in a zone during a game<br/>Decide where the best place to be is during a game.<br/>Use one tactic in a game.<br/>Follow rules in a game<br/><i>Understand the importance of rules in games.</i><br/><i>Use at least one technique to attack or defend to play a game successfully.</i><br/><i>Compete against self and others.</i><br/>Describe how their bodies feel during exercise; Show how to exercise safely; Explain what their body needs to stay healthy.</p> | <p>Use hitting, kicking and/or rolling in a game.<br/>Stay in a zone during a game<br/>Decide where the best place to be is during a game.<br/>Use one tactic in a game.<br/>Follow rules in a game<br/><i>Understand the importance of rules in games.</i><br/><i>Use at least one technique to attack or defend to play a game successfully.</i><br/><i>Compete against self and others.</i><br/>Describe how their bodies feel during exercise; Show how to exercise safely; Explain what their body needs to stay healthy.</p> | <p>Plan and show a sequence of movements<br/>Use contrast in their sequences<br/><i>Control movements</i><br/>Think of more than one way to create a sequence which follows a set of 'rules'<br/>Begin to use equipment to vault<br/>Work on their own and with a partner to create a sequence<br/>Improve a sequence based on feedback<br/>Copy and remember actions; repeat and explore actions with control and coordination.<br/>Carry and place equipment safely<br/>Explain the differences between their own actions and another's actions; Say how they could improve</p> | <p>Dance imaginatively changing the speed and level of their actions.<br/>Change rhythm, speed, level and direction<br/>Dance with control and coordination<br/>Make a sequence by linking sections together.<br/>Link some movements to show mood or feeling.<br/>Copy and remember actions; repeat and explore actions with control and coordination.<br/>Explain the differences between their own actions and another's actions; Say how they could improve</p> | <p>Use hitting, kicking and/or rolling in a game.<br/>Stay in a zone during a game<br/>Decide where the best place to be is during a game.<br/>Use one tactic in a game.<br/>Follow rules in a game<br/><i>Understand the importance of rules in games.</i><br/><i>Use at least one technique to attack or defend to play a game successfully.</i><br/><i>Compete against self and others.</i><br/>Describe how their bodies feel during exercise; Show how to exercise safely; Explain what their body needs to stay healthy.</p> | <p>Use hitting, kicking and/or rolling in a game.<br/>Use one tactic in a game.<br/>Follow rules in a game<br/><i>Understand the importance of rules in games.</i><br/><i>Compete against self and others.</i><br/>Explain the differences between their own actions and another's actions; Say how they could improve</p> |
| Music (taught through Charanga) | <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes<br/>Harvest festival</p>   | <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes<br/>Christmas production<br/>Listen with concentration and understanding to a range of</p>   | <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music – pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>   | <p>Play tuned and untuned instruments musically<br/>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>  | <p>Listen with concentration and understanding to a range of high quality live and recorded music.<br/>Wider opportunities concert</p>   | <p>Play tuned and untuned instruments musically<br/>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>   |



|            |   |  |   |  |  |  |
|------------|---|--|---|--|--|--|
|            |   | high quality live and recorded music.<br><br>Warwick Arts Centre   | Music Express Unit  | Play tuned percussion in class assembly<br>Class assembly  |  | Play tuned percussion in class assembly  |
| PSHE.      | <p><b>Being Me in my World</b></p> <p>Understand the rights and responsibilities of class members<br/>Talk about rewards and consequences and describe how these stem from choices<br/>Say why it is important to listen to other people<br/>Understand that my own views are valuable<br/>Say how to make my class a safe and fair place<br/>Show good listening skills and work co-operatively<br/>Recognise my feelings and know when and where to get help</p> <p>Taking care project.<br/>Network hands, early warning signs<br/>Staying Safe<br/>Safe/unsafe feelings – early warning signs</p> | <p><b>Celebrating difference including anti-bullying</b></p> <p>Describe the difference between a one-off incident and bullying<br/>Understand that sometimes people get bullied because of difference<br/>Understand that friends can be different and still be friends<br/>Explain how being bullied can make someone feel<br/>Explain how to stand up for themselves when they need to<br/>Understand that everyone's differences make them special and unique<br/>Understand that boys and girls can be similar in lots of ways and that is OK</p> | <p><b>Dreams and Goals</b></p> <p>Explain how to choose a realistic goal and think about how to achieve it. Understand that it is important to persevere. Explain how working together is important<br/>Recognise how working with others can be helpful<br/>Work effectively with a partner<br/>Choose a partner with whom I work well<br/>Work as part of a group</p> | <p><b>Healthy Me</b></p> <p>Explain what my body needs to stay healthy<br/>Describe what relaxed means<br/>Explain why healthy snacks are good for my body<br/>List which foods give my body energy<br/>Feel positive about caring for my bodies and keeping it healthy<br/>Have a healthy relationship with food<br/>Make healthy lifestyle choices</p> | <p><b>Relationships (Links with Protective Behaviours)</b></p> <p>Explain the different forms of physical contact within a family<br/>Say "stop" if someone is hurting me.<br/>Explain why there are good secrets and worry secrets and why it is important to share worry secrets<br/>Understand what trust is<br/>Recognise and talk about the types of physical contact that is acceptable or unacceptable<br/>Identify the negative feelings associated with keeping a worry secret<br/>Identify who I trust in my own relationships</p> | <p><b>Changing me (including sex education and Protective Behaviours)</b></p> <p>Describe the physical differences between male and female bodies<br/>Say why private body parts are special and that no one has the right to hurt these<br/>Describe different types of touch and know that some are acceptable and some are unacceptable<br/>Say who I would go to for help if worried or scared<br/>Say what types of touch I find comfortable/uncomfortable<br/>Confidently ask someone to stop if they are being hurt or frightened</p> |
| SMSC.      | E-safety<br>School councillors<br>Behaviour charts<br>Young Minds – Yellow week   | Anti-bullying session linked to Jigsaw<br>Carol service<br>Christmas production  |   | KS2 Easter play<br>Red Nose Day<br>Visiting a gurdwara<br>Y2 class assembly  | Wider opps concert<br>Swimming gala  | Summer fair<br>Sports day  |
| Enrichment | Relationship skills,<br>Self awareness<br>Self management,<br>Social awareness<br>Fine and gross motor, PSED<br>Dough Disco and Funky Fingers   | Relationship skills.<br>Social awareness<br>Gross motor, coordination, active listening<br>DT Challenge<br>Parachute Games<br>Christmas Theatre production – Warwick Arts  | Relationship skills,<br>Social awareness<br>Self management,<br>Gross motor, coordination, active listening<br>Team Games and Boom Whackers   | Responsible decision making,<br>Self awareness<br>Self expression<br>Gardening and Outdoor Art<br>Easter gifts and visit to St. Giles Church.  | Self management,<br>Self awareness<br>Core strength, balance, focus, concentration, mindfulness<br>DT Takeaway and Cosmic Yoga   | Self management, Self awareness<br>Self expression,<br>Core strength, balance, focus, concentration, mindfulness.<br>Active Video and Singing Sherlock   |

|  |  |  |   |  |  |                                    |
|--|--|--|---|--|--|------------------------------------|
|  | Harvest – visit to the local church to deliver harvest gifts<br>Lighthouse creations – collaborative learning opportunity. |  | Art and Poetry week – create own pieces of drama and stills.<br>Science week – Health and Wellbeing |  |  | Transition week first week in July |
|--|--|--|---|--|--|------------------------------------|