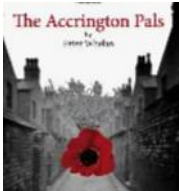


|                                | Autumn 1<br>Our United Kingdom<br>                                                                                                                | Autumn 2<br>Fire! Fire!<br>    | Spring 1<br>Islands of<br>Adventure!<br>                                                  | Spring 2<br>Our Pals!<br>                      | Summer 1<br>Awesome Australia!<br>                                                                                                                                                                               | Summer 2<br>Marvellous Medics!<br>                                                                                                                                                                              |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| British Values                 | Rule of Law                                                                                                                                                                                                                        | Mutual respect                                                                                                  | Tolerance                                                                                                                                                                    | Individual Liberty                                                                                                                | Democracy                                                                                                                                                                                                                                                                                           | What are our British Values?<br>Why are they important?                                                                                                                                                                                                                                            |
| Opportunities for Spirituality | Awe and wonder at our world and our school surroundings: enjoying mindfulness opportunities outdoors. Experience awe and wonder by observing minibeasts, plants growing and the weather. Encourage careful noticing and curiosity. | Bing thankful for our history and how this affects our past, present and our future. Discuss personal feelings. | Awe and wonder for how we can learn more about our world-enjoying photographs, listening to personal accounts- Discuss why different places are special to different people. | Looking at the Hubble telescope images and Google Earth to link with English unit. Consider NASA's current projects for the Moon. | Enjoy short animation clips and music to regard how Walt Disney changed entertainment and the joy it still brings. Reflect on what makes someone significant rather than famous. Express emotions and ideas through drawing, painting, sculpture, or music. Celebrate individuality and creativity. | Reflect on how significant people, such as Mary Seacole or Florence Nightingale, showed courage and kindness. Ask, <i>"What makes someone a hero?"</i> Spend quiet time observing nature, listening to sounds, or noticing seasonal changes that have occurred since the start of our school year. |
| Equity, Diversity and Justice  | Read books with diverse characters and families. Talk about respecting                                                                                                                                                             | Look at families, cultures, languages, traditions, and how                                                      | Listen to music from around the world and discuss how                                                                                                                        | Explore what makes people unique and look at what fairness means.                                                                 | Compare life in different countries and communities.                                                                                                                                                                                                                                                | Learn about significant individuals from different                                                                                                                                                                                                                                                 |

|                                                                                                                                                                 |                                                                                   |                                                                  |                                                                                                   |                                                         |                                                                                                                                                                  |                                                                                                                                       |
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|                                                                                                                                                                 | different experiences and viewpoints.                                             | abilities can all be different.                                  | music brings people together.                                                                     |                                                         |                                                                                                                                                                  | backgrounds, such as Mary Seacole and Florence Nightingale. Discuss how people can make a difference, even when they face challenges. |
| Rights of the Child<br>Knowledge and understanding of the rights of the child is built into our everyday practice and the language is familiar to our children. | My right to be safe                                                               | My right to express my opinion and be listened to                | My right to an education                                                                          | Parents and relationships                               | Life and survival                                                                                                                                                | Protection                                                                                                                            |
| Significant people                                                                                                                                              | Sir David Attenborough                                                            | Samuel Pepys                                                     | Internationally: explorers including Captain James Cook                                           | Arthur Basil Horsfall                                   | Walt Disney                                                                                                                                                      | Mary Seacole and Florence Nightingale                                                                                                 |
| English units                                                                                                                                                   | Narrative (2 weeks 2 days)<br>Non fiction (2 weeks 2 days)<br>Narrative (2 weeks) | Fairy Tales with a Twist ( 6 weeks)<br><br>Instructions (1 week) | Poems on a theme (1 week)<br><br>Integrated Narrative and Non Fiction (5 weeks)                   | Stories by the same author (4 weeks, 4 days)            | Various text types<br>Setting description<br>Diary<br>Persuasive letter<br>Poem<br>Persuasive poster<br>Narrative chapter<br>Thought paragraph (6 weeks, 4 days) | Explanations (3 weeks)<br><br>Animal adventure stories ( 3 weeks 3 days)                                                              |
| English texts                                                                                                                                                   | The Way Home for Wolf                                                             | The Great Fairytale Disaster                                     | The Highway Rat                                                                                   | The Man on the Moon                                     | Aladdin                                                                                                                                                          | Until I met Dudley!<br>The Wind in the Willows                                                                                        |
| Reading for pleasure                                                                                                                                            | Variety of wolf stories and non-fiction texts                                     | Range of traditional tales and ones with a modern day twist      | Variety of Julia Donaldson texts: The Gruffalo, The Smartest Giant in Town, The Room on the Broom | Adventure stories and other stories by the same authors | Other Disney linked texts and building to longer texts                                                                                                           | Variety of animal stories                                                                                                             |
| Maths                                                                                                                                                           | Place value within 100 Addition and                                               | Mixed addition and subtraction Shape-                            | Money Multiplication and division                                                                 | Length and Height Mass, Capacity and temperature        | Fractions Time Statistics                                                                                                                                        | Statistics Position and Direction Consolidation tasks                                                                                 |

|           |                                                                                                             |                                                                                                       |                                                                                                                       |                                                                                                                                              |                                                                           |                                                                                               |
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|           | subtraction including bonds to 100                                                                          | faces, edges and vertices                                                                             |                                                                                                                       |                                                                                                                                              |                                                                           |                                                                                               |
| RE        | Why are sacred texts so important to people of faith?                                                       | Why do Christians believe the birth of Jesus was such good news?                                      | Why did Jesus welcome everyone?                                                                                       | How do symbols help people to understand the meaning and importance of Easter?                                                               | What makes a place or building sacred?                                    |                                                                                               |
| Science   | Introduction to <u>Living Things &amp; Habitats</u>                                                         | <u>Uses of Everyday Materials</u><br>(compare and test suitability of materials)<br><br>Bulb planting | <u>Animals incl. Humans</u><br>(Humans: grow and stay healthy statements)<br><br>Bulb growth diaries                  | <u>Animals incl. Humans</u><br>(other animals beside humans – Animal survival in habitats, offspring/growth, food chains)<br>Revisit habitat | <u>Plants</u><br>(Seeds and bulbs , growing plants, keeping them healthy) | <u>Revisit -Living Things &amp; Habitats</u><br><br><u>Plants</u><br>(harvesting and cooking) |
| Computing | The Internet<br>Route Explorers                                                                             | Route explorers<br>Coding                                                                             | Spreadsheets                                                                                                          | Questioning                                                                                                                                  | Creating pictures                                                         | Presenting ideas<br>Making music                                                              |
| History   | -                                                                                                           | The Great Fire of London and understand key features of a national event.                             | -                                                                                                                     | Look at the Accrington Pals and their significance to our local area                                                                         | -                                                                         | Learn about a significant individuals Florence Nightingale and Mary Seacole                   |
| Geography | Develop a strong understanding of the UK and the four countries and capital cities and the surrounding seas | -                                                                                                     | Name the 7 continents and 5 oceans and look at the UK as island (include Ireland) and other islands around the world. | -                                                                                                                                            | Look at Australia and focus on a small area of comparison- Port Douglas   | -                                                                                             |
| Art       | Painting/Mixed Media<br>Life in colour                                                                      | -                                                                                                     | Drawing:<br>Understanding tone and texture                                                                            | -                                                                                                                                            | Craft and Design<br>Woven Wonders                                         | -                                                                                             |

|       |                                      |                                                                                                  |                |                                                                           |                |                                                     |
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| DT    | -                                    | Cooking and nutrition: balanced diet-design, make and evaluate a healthy meal/drink-done as soup | -              | Textiles: Design and make a toy/pouch using material and a running stitch | -              | Mechanical: Wheels and axles. Make a moving monster |
| PE    | Fundamental movement skills and Yoga | Gymnastics and Yoga                                                                              | Dance and Yoga | Games and Yoga                                                            | Games and Yoga | Athletics and Yoga                                  |
| Music | Call and response                    | Instruments                                                                                      | Singing        | Contrasting dynamics                                                      | Structure      | Pitch                                               |
| PSHE  | Me and My Relationships              | Valuing Difference                                                                               | Keeping Safe   | Rights and Respect                                                        | Being My Best  | Growing and Changing                                |