

	Autumn	Spring	Summer
<b>English</b>	<p><b>The Bog Baby By Jeanne Willis</b> <b>The Dragon Machine By Helen Ward</b></p> <p>Setting description, Retell an extract of the text, Wilderness setting description, Instructions, Poetry Narrative story</p>	<p><b>George's Marvellous Medicine by Roald Dahl</b></p> <p>Character description, Poetry, Instructions, Descriptive sentences, Newspaper reports, Diary entry, Narrative, Letter</p>	<p><b>The Enchanted Wood by Enid Blyton</b></p> <p>Writing in role, Instructions, Poetry, Narrative, Setting description</p>
<b>Maths</b>	<p>Numbers to 100 Addition and Subtraction Money Multiplication and Division</p>	<p>Multiplication and Division Statistics Length and Height Properties of Shapes Fractions</p>	<p>Position and Direction Problem Solving and Efficient Methods Time Weight Volume and Temperature</p>
<b>Science</b>	<p><b>Chemistry: Materials</b> <b>Uses of everyday materials -</b> What is a material? What are the properties of this material? Why is this material suitable for this use? Which is the strongest / weakest material? How can we change the shape of this object? Will this object return to its original form? What happens if we heat this material?</p>	<p><b>Biology: Plants</b> <b>Plants -</b> What is the difference between a bulb and a seed? What do plants need to grow? What is the lifecycle of a plant? What is this plant? Where might this plant's habitat be? How have plants adapted to suit their environment?</p> <p><b>Biology: Animals including humans</b> <b>Lifecycles -</b> What are the basic needs that all animals and humans need to survive? What is the lifecycle of a human? What do we mean by offspring? Which offspring comes from which parent? What features has the offspring inherited from their parents? What is the lifecycle of a chicken? What are the stages in a butterfly life cycle? What is metamorphosis? What are the stages in a frog's lifecycle?</p>	<p><b>Biology: Living things and their habitats</b> <b>Living things and their habitats -</b> Is this living, dead or has never been alive? What is a habitat? What is a microhabitat? Which animals might live in this habitat? What is the name of this plant / animal? (To be able to identify and name a variety of plants and animals in their habitats.) What is a food chain? Which foods come from a natural source?</p> <p><b>Biology: Animals including humans</b> <b>Staying healthy -</b> What do humans need to survive? What is the difference between basic human needs and things humans want? What are the 5 food groups? Which food group does this food belong to? Why is having a balanced diet important? Which foods are part of a healthy diet? Why is exercising regularly important for our health? How does exercise impact our body? Why is maintaining good hygiene important? What would be a good hygiene routine?</p>
<b>History</b>	<p><b>Local History: The Legend of Robin Hood</b></p> <p>To retell the legend of Robin Hood To show an awareness of when, where and the key characters of the Legend, particularly those who we know to be real – King Richard, King John, the Sheriff of Nottingham. To discuss what was real and what was legend</p>	<p><b>Significant People: Kings and Queens</b> To know what a monarch is and the qualities needed to be a good monarch. To find out about some important British monarchs; King Henry 8<sup>th</sup>, Queen Victoria and King Charles 3<sup>rd</sup>. To be aware of how the history of a royal family can be represented in a family tree</p>	<p><b>Significant People: Steve Jobs, John Logi Baird, Katherine G Johnson and Srinivasa Ramanujan / History of technology</b> To know how Steve Jobs has contributed to the history of technology. To understand John Logi Baird's selfless gift to technological history. To comprehend why Katherine G Johnson's contribution to technology was so significant. To understand where numbers come from, through the work of Srinivasa Ramanujan.</p>
<b>Geography</b>	<p><b>Our Local Area – Where is Tuxford and what can we find out about its location?</b> To be able to use a map and an aerial view to locate features near to our school. To locate human and physical features on a map and an aerial view of Tuxford. To understand what scale on a map is To understand Ordnance Survey symbols on a map. To know which direction N is on an Ordnance survey map. To use positional and directional language and the 4 points of compass to describe the location of key places. To be able to create own map of Tuxford and include a key</p>	<p><b>Continents and Oceans - Is water everywhere?</b> To know that a globe shows where there is land and sea on Earth. To locate land and sea on a globe. To understand what a continent is and where are the 7 continents are. To understand which continent we live in and know what it is like. To understand what an ocean is and where the 5 oceans are on Earth. To know where the Equator is and how it affects how hot a place is. To compare seasonal weather changes in Retford to seasonal weather changes with a place on the Equator. To know where the polar regions are and understand what are they like.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK</b> <b>LESSON: What is plastic pollution and how can we help to stop this damaging our oceans?</b></p>	<p><b>Depth Study - Small area of UK to small area/ compared to a small area of a non-European area - How does my local area compare to a Masai village (Kenya)?</b> To know where Kenya is and where the Masai Mara is located. To use directional vocabulary to describe the location of Kenya in relation to the UK. To know what the Masai Mara is and what are the physical features of a savannah To understand why the Masai Mara is such an important place. To understand how the human and physical features of a small area of the Masai Mara compare to the physical features of my local area. To understand what the weather and seasons are like in Kenya (Masai Mara) and why is it like this.</p>

	<p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What could we do to look after and improve the area around our school it?</b> (Fieldwork) -To add simple information to maps for example, labels and markers for green spaces. -To find something in the school grounds that needs improving. -To plan and develop an area of the school grounds to improve it.</p>	<p>-To know what plastic pollution is. -To know how plastic pollution is damaging our oceans. -To know some simple ways to help stop plastic pollution – recycle, reuse, plastic alternatives – carrier bags and water bottles</p>	<p>To understand how the climate in Tuxford compare to the climate in a small area of the Maisai Mara. <b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What is drought and how we can help to stop the Masia becoming too hot?</b> To know what drought is and why it happens. To know how longer droughts are affecting the lives of people that live on the Masai Mara. To know some simple ways they can help to slow down the warming of our planet such as switching off lights, wearing warm clothes and walking more often.</p>
<p><b>Religious Education</b></p>	<p><b>Leaders - Christianity, Judaism What makes some people inspiring to others? Moses and Saint Peter</b> What does the Christmas story tell Christians about Jesus?</p>	<p><b>What do Jewish people believe about God, creation, humanity, and the natural world?</b> <b>Belonging. What does it mean to belong? What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</b> Why is Easter important to Christians?</p>	<p><b>Jewish and Christian Stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</b></p>
<p><b>Art and Design</b></p>	<p><b>Formal Elements - Pattern, Texture &amp; Tone</b> <i>Making Skills:</i> Creating 2D art to explore their feelings about the world around them <i>Formal Elements:</i> Creating textures. Learning about tone and colour <i>Knowledge of Artists:</i> Max Ernst (“Frottage” technique), Ed Ruscha (‘Ribbon Words’)  <b>Learning about drawing for fun</b> <i>Making Skills:</i> Developing a recreational interest in drawing, using art for fun and pleasure <i>Knowledge of Artists:</i> Exploring diverse forms of culturally significant art  <b>Drawing - Shading</b> <i>Making Skills:</i> Exploring drawing techniques, developing ability to apply tone to create form <i>Formal Elements:</i> Understanding line and tone through drawing and shading <b>Knowledge of Artists:</b> Nancy McCroskey (“Suite in Black, White and Grey”)</p>	<p><b>Human Form - Collage, Portraits &amp; Sculpture</b> <i>Making Skills:</i> Using a range of materials to creatively design and make products. Using sculpture to share experiences. Improving drawing and painting skills. <i>Formal Elements:</i> Understanding line, form, colour, tone and pattern <i>Knowledge of Artists:</i> Damien Hirst, Julian Opie, Edwina Bridgeman, Paul Gauguin, Leonardo da Vinci (Mona Lisa)  <b>Painting – Roller Coaster Ride</b> <i>Making Skills:</i> Developing skill and control using a paintbrush <i>Formal Elements:</i> Exploring colour through sweeping brush strokes  <b>Digital Art</b> <i>Making Skills:</i> Using paint programs to draw pictures <i>Formal Elements:</i> Line, tone, colour, texture, shape <i>Knowledge of Artists:</i> Nick Ainley, Jason Naylor</p>	<p><b><u>Sculpture &amp; Mixed Media</u></b> <i>Making Skills:</i> Mixing, refining and applying colours. Developing skill and control with art materials including drawing and blending pastels <i>Formal Elements:</i> Controlling drawing media to create tone and form. Mixing and using colour to specified intentions. <i>Knowledge of Artists:</i> Roy Lichtenstein  <b>Craft - Clay</b> <i>Making Skills:</i> Using 3D clay to create 2D printed patterns and sculptural forms <i>Formal Elements:</i> Advancing understanding of colour, pattern and form  <b>Ceramic Art - Clarice Cliff Plates</b> <i>Making Skills:</i> Developing techniques in creating 2D art forms using painting and designing <i>Formal Elements:</i> Shape, form and pattern <i>Knowledge of Artists:</i> Clarice Cliff  <b>Craft - Weaving a Picture</b> <i>Making Skills:</i> Learning the craft skill of weaving through active learning methods <i>Formal Elements:</i> Learning about pattern</p>
<p><b>Music</b></p>	<p><b>Focus</b> <b>1. Dragon Songs and Puff the magic dragon</b> Children will learn songs and play a simple accompaniment  <b>2. Composers and specific pieces of music</b> <b>Music can tell a story - Ballet</b> Know that music can be played or listened to for a variety of purposes Children will watch and listen to the Ballet The Nutcracker, exploring how the story is told through music and dance.  <b>Listening</b> <i>The Nutcracker by Tchaikovsky</i> -Understand that ballet combines music &amp; movement, often to tell a story -Recognise a steady beat, move to a beat, play a steady beat, recognise accents -Recognise short &amp; long sounds -Know that Tempo means fast &amp; slow, pitch means high &amp; low and Dynamics mean loud &amp; quiet  <b>Vocal skills practised through songs:</b> Sing unaccompanied, accompanied &amp; in unison - Learn a simple accompaniment and play in time with the music. -Recognise verse and chorus - By playing accompaniment for the verse and singing the chorus. -Echo short rhythms &amp; melodic patterns -Play simple rhythms &amp; melodies</p>	<p><b>Focus</b> <b>1. Composers and specific pieces of music :</b> <b>Music can tell a story - Instrumental - Peter &amp; the Wolf - Sergei Prokofiev</b> Children will know that music can be played or listened to for a variety of purposes  <b>2. Instruments of the orchestra</b> Become familiar with the families of instruments in the orchestra: strings, bass, woodwind, percussion.  <b>Listening</b> <i>Peter and the wolf</i> -Aurally recognise the instruments for the main characters -Understand that melody can move up &amp; down - Hum the melody whilst listening to music -Know the leader of the orchestra is called the conductor -Recognise like &amp; unlike phrases  <b>Composing</b> Building from Autumn term work – changing pitches in their rhythms to create a melody. -Listen carefully &amp; recall short rhythmic &amp; melodic patterns -Make own signs &amp; symbols to make, &amp; record my music</p>	<p><b>Focus</b> <b>1. Music can tell a story - Opera</b> Know that music can be played or listened to for a variety of purposes  <b>2. Goddess Gaia – Halle orchestra resource</b> Children will learn songs and simple percussion accompaniment to perform with the animated story.  <b>Listening</b> Listen to various clips from opera and decide on what story they might be telling. -Understand that opera combines music, singing &amp; acting  <b>Composing</b> <b>Pollution and the environment – linked to Goddess Gaia</b> Carefully choose sounds to achieve an effect -Show control when playing musical instruments so that they sound as they should -Use changes in pitch to communicate ideas -Use my knowledge of dynamics, tempo &amp; pitch to organise my music -Know how sounds can be made &amp; changed to suit a situation</p>

	<p><b>Composing</b> Compose and perform short rhythms using crotchets, quavers, minims, dotted minims and semibreves, on classroom percussion. -Listen carefully &amp; recall short rhythmic &amp; melodic patterns</p>		
<b>Design &amp; Technology</b>	<p><b>Mechanisms:</b> Making a Moving Monster <i>Make:</i></p> <ul style="list-style-type: none"> <li>• Make linkages using card for levers and split pins for pivots</li> <li>• Experimenting with linkages adjusting the widths, lengths and thicknesses of card used</li> <li>• Cut and assemble components neatly</li> </ul> <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Learning that mechanisms are a collection of moving parts that work together in a machine</li> <li>• Learning that there is an input and output in a mechanism</li> <li>• Identifying mechanisms in everyday objects</li> </ul>	<p><b>Food:</b> A Balanced Diet <i>Make:</i></p> <ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip</li> <li>• Constructing a wrap that meets a design brief</li> </ul> <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Understanding what makes a balanced diet</li> <li>• Knowing where to find the nutritional information on packaging</li> <li>• Knowing the five food groups</li> </ul> <p><b>Structures:</b> Baby Bear's Chair <i>Make:</i></p> <ul style="list-style-type: none"> <li>• Making a structure according to design criteria</li> <li>• Creating joints and structures from paper/card and tape</li> </ul> <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Identifying natural and man-made structures</li> <li>• Identifying when a structure is more or less stable than another</li> <li>• Knowing that shapes and structures with wide, flat bases or legs are the most stable</li> <li>• Understanding that the shape of a structure affects its strength</li> <li>• Using the vocabulary: strength, stiffness and stability</li> <li>• Knowing that materials can be manipulated to improve strength and stiffness</li> <li>• Building a strong and stiff structure by folding paper</li> </ul>	<p><b>Textiles:</b> Pouches <i>Make:</i></p> <ul style="list-style-type: none"> <li>• Selecting and cutting fabrics for sewing</li> <li>• Decorating a pouch using fabric glue or running stitch</li> </ul> <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Joining items using fabric glue or stitching</li> <li>• Identifying benefits of these techniques</li> <li>• Threading a needle</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</li> <li>• Neatly pinning and cutting fabric using a template</li> </ul> <p><b>Mechanisms:</b> Fairground Wheel <i>Make:</i></p> <ul style="list-style-type: none"> <li>• Selecting materials according to their characteristics</li> <li>• Following a design brief to make a wheel</li> </ul> <p><i>Technical Knowledge:</i></p> <ul style="list-style-type: none"> <li>• Learning that a lever is something that turns on a pivot</li> <li>• Learning that a linkage is a system of levers that are connected by pivots</li> <li>• Exploring wheel mechanisms</li> <li>• Learning how axels help wheels to move a vehicle</li> </ul>
<b>Computing</b>	<p><b>Communicating</b> <i>Using text and images</i> – To use ICT to change the appearance of text to suit a purpose, to source text, images and sound from a variety of places including the internet. Know how to combine images texts and sounds to create a simple presentation and use digital effects to change the appearance of text, sound and image to suit a purpose e.g. font, alignment and formatting.</p> <p><i>Stop Frame Animation</i> – To know how to take photos/ images with a digital camera and how to combine them to make a stop frame animation. To be able to sequence, delete and crop images with adult help.</p> <p><b>Online Safety: Content</b></p> <ul style="list-style-type: none"> <li>-Begin to evaluate web sites by giving opinions about preferred sites.</li> <li>-Know that anyone can create a web site and it is sometimes difficult to know if information is true.</li> </ul> <p><b>Privacy &amp; Security</b></p> <ul style="list-style-type: none"> <li>-Know how passwords can be used to protect information, accounts and devices.</li> <li>- Understand what is meant by 'private' and 'keeping things private'.</li> <li>- Be able to explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> <li>- Know how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</li> </ul> <p><b>Copyright &amp; Ownership</b></p> <ul style="list-style-type: none"> <li>- Understand that content on the internet may belong to other people.</li> <li>- Understand why other people's work belongs to them.</li> </ul>	<p><b>Finding Out</b> <i>Databases</i> – To know how to use ICT to create graphs from data and how to use a graph to answer a question.</p> <p><i>Dataloggers</i> – To identify and explain how everyday devices with sensors work. To be able to view data and on-screen measurements through sensors and websites and apps.</p> <p><b>Online Safety: Contact</b></p> <ul style="list-style-type: none"> <li>-Know that online communication is not always confidential and that it can be monitored.</li> </ul> <p><b>Self-image &amp; identity</b></p> <ul style="list-style-type: none"> <li>- Know how other people may look and act differently online and offline.</li> <li>- Know of issues online that might make someone feel sad, worried, uncomfortable or frightened and be able to explain how they might get help.</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>- Know how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.</li> <li>- Know who to ask before sharing things about myself or others online.</li> <li>- Know different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</li> <li>- Understand why I have a right to say 'no' or 'I will have to ask someone'. Be able to explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</li> <li>-Identify who can help me if something happens online without my consent.</li> <li>- Understand how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li> <li>- Understand why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</li> </ul> <p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- Understand how information put online about someone can last for a long time.</li> <li>- Understand how anyone's online information could be seen by others.</li> <li>- Know who to talk to if something has been put online without consent or if it is incorrect.</li> </ul>	<p><b>Computing</b> <i>Editing Images</i> – To use digital devices aid the drawing of more complex shapes and designs. To understand how digital photos can be altered using simple painting tools. Select purposefully and use a variety of tools in a painting package e.g. the straight line, geometric shapes and flood fill tools.</p> <p><i>Digital Simulations</i> – To understand how to use digital simulation to explore options and make choices. To be able to create and debug a simple program to control an on-screen object and explore the effect of changing the variables in simulations.</p> <p><b>Online Safety: Conduct</b></p> <ul style="list-style-type: none"> <li>-Learn to respect the work of others that is stored on a shared drive of a network or presented online.</li> </ul> <p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>- Understand what bullying is, how people may bully others and how bullying can make someone feel.</li> <li>- Understand why anyone who experiences bullying is not to blame.</li> <li>- Know how anyone experiencing bullying can get help</li> </ul> <p><b>Managing Online Information</b></p> <ul style="list-style-type: none"> <li>- be able to use simple keywords in search engines.</li> <li>- Know how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>- Understand what voice activated searching is and how it might be used, and know it is not a real person.</li> <li>- Understand the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>- Know why some information I find online may not be real or true</li> </ul> <p><b>Health, wellbeing &amp; lifestyle</b></p> <ul style="list-style-type: none"> <li>- Understand simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</li> <li>- Understand how those rules / guides can help anyone accessing online technologies.</li> </ul>
<b>PE</b>	<b>Invasion Games</b> <b>Dance: Gunpowder Plot</b>	<b>Gymnastics</b> <b>Dance - Circus</b>	<b>Athletics</b> <b>Multi-Skills</b>

<p><b>PSHE</b></p>	<p><b>Relationships:</b>  <b>Families and Friendships</b>  <i>Making friends; feeling lonely and getting help</i>  <b>Safe Relationships</b>  <i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i>  <b>Respecting Ourselves and Others</b>  <i>Recognising things in common and differences; playing and working cooperatively; sharing opinion</i></p>	<p><b>Living in the wider world:</b>  <b>Belonging to a Community</b>  <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i>  <b>Media Literacy and Digital Resilience</b>  <i>The internet in everyday life; online content and information</i>  <b>Money and Work</b>  <i>What money is; needs and wants; looking after money</i></p>	<p><b>Health and well-being:</b>  <b>Physical Health and Mental Wellbeing</b>  <i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</i>  <b>Growing and Changing</b>  <i>Growing older; naming body parts; moving class or year</i>  <b>Keeping Safe</b>  <i>Safety in different environments; risk and safety at home; emergencies</i></p>
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