

## Autumn 1: A Cross on the Door

**PSHCE:** Being in my world.

### Art

**Skill- Form (clay sculpture)** Plague doctor or rat sculpture **Suggested Artist-** Brian Hollingsworth

Can they:

- use varied sculpting techniques?
- shape, form and model clay?
- discuss the work of sculptors?

### Science

Can they:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching? (Have been commissioned to rebuild London following the fire – which materials will be most appropriate for more buildings)

**Science writing:** Advert for the newly built homes – convince the new buyers to choose your home based on its properties.

### Working scientifically (Classification)

Can they:

- **ask simple questions ?**
- observe closely, using simple equipment?
- **perform simple tests?**
- identify and classify?
- use observations and ideas to suggest answers to questions?
- gather and record data to help in answering questions?

### English

**Recount** (based on A Cross on the Door)

Can they:

#### Composition

- write an opening that tells my reader when and where these events happened?
- add detail to my recount e.g. by describing events?

#### SPAG

- sequence events, using adverbs of time “then”, “so”, “next”, to show the order?
- use the past tense correctly and consistently?
- use expanded noun phrases to describe and specify e.g. the blue butterfly.

**Information Leaflet** (The Plague)

Can they:

#### Composition

- use simple organisational devices in non-narrative e.g. headings, sub-headings and bullet points?
- write a simple opening sentence for each section of the report?

#### SPAG

- write sentences with different forms: statement, question, exclamation or command?
- use question marks and exclamation marks accurately?

**Narrative** (Adventure story based on The Hackney Martian)

Can they:

#### Composition

- describe their characters and setting?
- Include dialogue, using inverted commas to mark the speech?
- sequence events, using adverbs of time “then”, “so”, “next”, or by using paragraph changes

#### SPAG

- Use commas in a list?
- Use adventurous words in their writing?
- use coordination (or, and, but) and subordination (when, if, that, because)?

**Poetry**

Can they:

#### Composition

- Sequence ideas in a logical order?
- Use the senses to describe?

#### SPAG

- Use powerful verbs and adjectives?
- Use alliteration and simple similes?

### History

**Chronological understanding**

Can they:

- describe memories/ changes of key events in their life? (where appropriate, these should be used to reveal aspects of change in national life)
- sequence photographs from different periods of their life?

**Knowledge and Interpretation**

Can they:

- describe key events in the life of Samuel Pepys, who has contributed to national and international achievements.
- compare aspects of own life to that of children during the G F of L.
- describe an event beyond living memory that is significant nationally or globally (Great Fire of London) – recognise why the event happened and what happened as a result?
- compare two versions of the Great Fire of London
- discuss the reliability of photos/accounts/stories linked to the GF of L.

**Historical Enquiry**

Can they:

- use a source – observe or handle sources to answer questions about the past on the basis of simple observations?

**Music:** Tony Chestnut & Cauliflowers Fluffy

**PE:** Multi-sports (coach led) and gymnastics & dance (teacher led)

**Computing Blogging**

Can they:

- Write about out trips around London?
- Follow tourist sites/London landmarks on social media?
- Discuss safety online
- Use ToonTastic to tell stories based on Cross on the door or Plague?

**Spelling:** ge, dge, c, kn, gn, ar, wr, le, el & homophones

**Trip and Visits:** Tower of London

**RE:** Visiting a church

**End Point:** Story Sharing



# Autumn 2: London

**PSHCE:** Celebrating difference

**RE:** Visiting a church

**Science**  
Can they:  
• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Science writing: Contrasting diet plans – during the Great Fire & for modern people. Compare the differences.

Working scientifically (Classification)  
Can they:  
▪ ask simple questions ?  
▪ observe closely, using simple equipment?  
▪ perform simple tests?  
▪ **identify and classify?**  
▪ use observations and ideas to suggest answers to questions?  
▪ **gather and record data to help in answering questions?**

**History**  
Can they:  
• compare the diet and hygiene at the time of the Great Fire (1666) to the hygiene and diet of people in London today?  
• use primary sources to gather evidence?  
• describe the similarities and differences and give reasons for these?

**Music:** Creepy castle & Kye kye kule

**End Point:** Learning assembly linked to topic

**Spelling:** -al, -il, -ey, -ed, -y, -ing, -er, -est, -ment & homophones

**English**  
**Information poster** (A job description for a Yeoman Warder at the Tower of London)  
Can they:  
Composition  
• use bullet points?  
• use formal and technical vocabulary?  
SPAG  
• use expanded noun phrases to describe and specify?  
• use the present tense?

**Narrative** (stories from familiar settings based on Katie in London):  
Can they:  
Composition  
• structure their story so that it includes an opening, build up, problem, resolution and ending?  
SPAG  
• use full stops and capital letters accurately (including capital letters to start proper nouns e.g. London, Katie, Tower Bridge)  
• use apostrophes correctly for singular possession?  
• use subordination (when, if, that, because)?

**Diary entry** (first person recount from Katie's/ the lion's point of view)  
Composition  
Can they  
• write in role, expressing the thoughts and feelings of the character?  
SPAG  
• use apostrophes correctly for contraction?  
• use subordination (when, if, that, because)?  
• use question marks and exclamation marks accurately?

**Non-chronological report** (London tour brochure)  
Can they:  
Composition  
• select words that match the content of the writing?  
• group sentences together that are about the same subject?  
SPAG  
• use commas to separate items in a list?  
• write consistently in the present tense?  
• use expanded noun phrases to describe and specify?

**Geography**  
Can they:  
• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features?  
• devise a simple map and use and construct basic symbols in a key? (map of where the new housing is built)  
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?  
• use basic geographical vocabulary to refer to: key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)?  
• use basic geographical vocabulary to refer to: key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop)?

DT (Construction – design and build a new London landmark)  
Can they:  
• Cut materials safely using tools provided?  
• Measure and mark out to the nearest centimetre?  
• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)?  
• Use materials to practice drilling, screwing, gluing and nailing materials to make products?  
• Create products using levers, sliders, axles or winding mechanisms?  
• show how freestanding structures can be made stronger, stiffer and more stable?  
• explore an existing product: who designed and made the product?  
• talk about their design criteria and if they have fulfilled it?  
• design or record with ICT?

**Computing: Lego Bits and Bricks**  
Can they:  
• explore how Lego can help us build landmarks, and then reverse engineer structures?  
• give instructions for map reading or building?  
• complete chronological sequencing?

**PE:** Multi-sports (coach led) and gymnastics & dance (teacher led)

**Trip and Visits:** London tour & a local church

# Spring 1: Survivors

**PSHCE:** Dreams and goals

## Geography

Can they:

- use simple compass directions (North, South, East and West)?
- use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map?
- devise a simple map; and use and construct basic symbols in a key?
- 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?
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop?

**Music:** The friendly robot & Grandma rap

**RE:** Visiting a Mosque

**PE:** Multi-sports (coach led) and Handball/throw & catch skills (teacher led)

**Trip and Visits:** Trip to the forest school centre to build survival shelters.

## History

- Explore a key outdoor survivor in history.

## English

**Informal Letter** (e.g. letter home from Herman – could be about how he survived in the outdoors using the children’s own experiences from the forest schools trip)

### Composition

- write a clear opening and closing to their letter?
- describe thoughts and feelings using emotive language?

### SPAG

- use apostrophes for contraction and possession?
- use, “how”, “when” and “where” words and phrases (adverbials) to give extra information, e.g.in the tent, underneath the tree?
- write in the 1<sup>st</sup> person narrative?

**Explanation** (linked to science)

Can they:

### Composition

- write the process part of their explanation in the right order?
- interest the reader by adding detail to their explanation?

### SPAG

- use expanded noun phrases?
- use scientific vocabulary linked to the topic?

**Persuasion** (e.g. poster advertising Herman’s tent)

Can they:

### Composition

- vary their writing by sometimes using a spoken style “Get one now!”
- add detail to interest or persuade my reader? e.g. “it’s unbreakable”
- use rhetorical questions to engage the reader?

### SPAG

- use commas to separate items in a list?
- use emotive adjectives? e.g. incredible, sensational?

**Narrative** (linked to Springfield park setting)

Can they:

### Composition

- include dialogue, using inverted commas to mark the speech?

### SPAG

- use expanded noun phrases?
- use subordination (when, if, that, because)?
- use capital letters, full stops, question marks and exclamation marks accurately?

**End Point:** Art exhibition and sharing stories around a campfire.

## Science

Can they:

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?
- Observe and describe how seeds and bulbs grow into mature plants?
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Herman needs to grow some food to survive in the great outdoors
- explore and compare the differences between things that are living, dead, and things that have never been alive? (walk around Springfield Park – collect things. Is it dead? Is it alive?)

### Science writing:

Explain to Herman’s friend how to survive on his holiday in the great outdoors. (Hook – letter/postcard from Herman’s friend.)

### Working scientifically (Comparative/ Fair test)

Can they:

- ask simple questions ?
- observe closely, using simple equipment?
- **perform simple tests?**
- identify and classify?
- **use observations and ideas to suggest answers to questions?**
- gather and record data to help in answering questions?

## Computing:

## Explorers

Can they:

- use Google Maps to find their way around?
- explore compasses and GPS on the iPads?
- explore apps like Bee Count, Great British Trees and Wikipedia to research data when outdoors or conducting experiments?

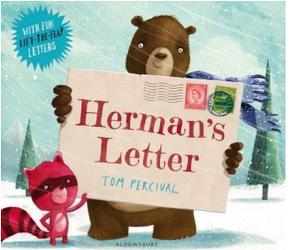
## Art-

**Skill-** Colour (painting) **Suggested Artist-** Quentin Blake Illustrate their own stories.

Can they:

- apply colour using different techniques?
- make as many tones of one colour as possible (using white) or darken colours using black?

**Spelling:** -ness, -ful, -less, -ly, -tion, -ll, ge, dge, c & homophones



# Spring 2: The Great Outdoors

**PSHCE:** Healthy Me

**Geography**  
Can they:

- use simple compass directions (North, South, East and West)?
- use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map?
- devise a simple map; and use and construct basic symbols in a key?
- 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?
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop?

**Music:** Here come Sally & Eh memarie

**RE:** Visiting a Mosque

**Trip and Visits:** Visit a local Mosque.

**PE:** Multi-sports (coach led) and Handball/throw & catch skills (teacher led)

**End Point:** Learning assembly linked to topic.

## English

**Non Chronological Report** (linked to geography)

Can they:

Composition

- write consistently in the present tense?
- sequence information logically, grouping sentences together if they are about the same topic?

SPAG

- use technical vocabulary?
- use adjectives to give extra information?
- use capital letters for proper nouns?

**Narrative**

Can they:

Composition

- include some dialogue?
- describe the characters and setting?

SPAG

- use coordination (or, and, but)?
- use subordination (when, if, that, because)?

**Instructions** (recipe for food made in DT)

Can they:

Composition

Can they

- ensure each instruction is complete and makes sense on its own?
- write instructions in chronological order, linking points together e.g. when the....is ready, ...?

SPAG

- begin each instruction with an imperative verb?
- use “how, when and where” words and phrases (adverbials) in the instructions (carefully, in the oven)?

**Explanation text** (linked to science)

Can they:

Composition

- interest the reader by adding detail to the explanation?
- select appropriate words to match the idea?

SPAG

- use subordination (using when, if, that or because)?
- use commas in a list?

## Science

Can they:

- describe the importance for humans of exercise, eating the right amounts of different types of food?
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? (which material would be best for Herman’s tent?)

**Science writing: Explanation text**

Explain to Herman the best materials to use for his new tent.

(Hook – from Herman to the class explaining that his tent’s blown away and he needs to build a new one.)

**Working scientifically (Comparative/ Fair test)**

Can they:

- ask simple questions ?
- **observe closely, using simple equipment?**
- perform simple tests?
- identify and classify?
- Use observations and ideas to suggest answers to questions?
- **gather and record data to help in answering questions?**

**Computing Technology of the future: Space Unplugged.**

Can they:

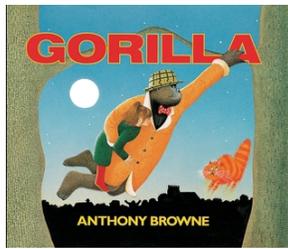
- explain how technology helps us to explore outside of the earth?
- discuss how the mars rover helps?
- draw pictures and design a rover to adventure somewhere we can’t go (e.g. underwater or up a mountain)?

**DT (Food – cooking a nutritious meal for survival in the great outdoors)**

Can they:

- name and sort food groups?
- explain that everyone should eat at least five portions of fruit and vegetables every day?
- prepare simple dishes safely and hygienically, without using a heat source?
- use techniques such as cutting, peeling and grating?
- explain that all food comes from plants or animals?
- recognise that food has to be farmed, grown elsewhere (e.g. home) or caught?

**Spelling:** kn, gn, ar, wr, le, el -al, -il, -ey , -tion & homophones



# Summer 1: On Safari

**PSHCE:** Relationships

**Geography**  
Can they:

- 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?
- Identify 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 (Africa)?
- name and locate the world's seven continents and five oceans?
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage?

**Music:** Jump Jim Joe & Minibeasts

**Computing Coding with Moana**  
Can they:

- explore sequences and instructions?
- solve puzzles and reverse engineering games?
- use MindMapping on Popplet or PicCollage to collect information and data?
- Use Busy Things worksheets for science and geography maps?

**PE:** Fitness & games (coach led) and Athletics (teacher led)

## English

### **Newspaper Report (Gorilla escapes from zoo)**

#### Composition

Can they:

- write a clear opening including the four Ws (who? What? When? Where?)
- include quotes using inverted commas to indicate speech
- Include facts?

#### SPAG

- use coordination (or, and, but)
- use subordination (when, if, that, because)?
- use adverbials for extra information?

### **Non Chronological Report** (e.g. African animal from Safari grassland habitat/ own imaginary animal adapted to habitat)

#### Composition

Can they

- use organisational devices e.g. headings, sub-headings, bullet points, varied font size, pictures and captions
- use technical vocabulary

#### SPAG

- use adjectives to give extra information?
- use a range of adverbials to link ideas

### **Performance Poetry (Safari/ Africa)**

#### Composition

Can they

- suit the tone of voice to the meaning of words?
- use expression in their voice?

#### SPAG

- use alliteration for effect?
- use powerful verbs and adjectives?
- use specific nouns e.g. instead of flower, tulip?

### **Narrative** (a sequel to the story – Hannah and Gorilla go on a different adventure)

Can they:

#### Composition

- include dialogue with inverted commas?
- use powerful verbs with consistent tenses?

#### SPAG

- use apostrophes for singular possession?
- use subordination (when, if, that or because)?

## Science

Can they:

- identify that most living things live in habitats to which they are suited?
- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other?
- identify and name a variety of plants and animals in their habitats?

### **Science writing:**

Information text about an animal (how it is adapted to its environment, features and its eating habits.

### **Working scientifically**

Can they:

- ask simple questions ?
- observe closely, using simple equipment?
- perform simple tests?
- **identify and classify?**
- use observations and ideas to suggest answers to questions?
- **gather and record data to help in answering questions?**

**Spelling:** -ed, -y, -ing, -er, -est, -ment, -ness, -ful, -less, -ly & homophones

## Art

**Skill-** African Fabric Printing –(press print, string or foam) **Suggested**

**Artist-** Matisse

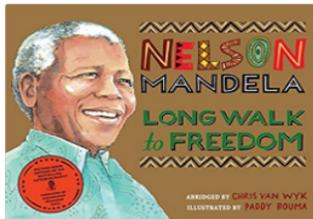
Can they:

- develop textures/patterns?
- combining and overlay patterns?
- design and produce prints?
- discuss and evaluate own work and that of others?

**RE:** Visiting a synagogue

**Trip and Visits:** Trip to the zoo to research an animal.

**End Point:** Perform performance poetry to parents and display topic work



## Summer 2: Freedom

PSHCE: Changing me

### History (Black History focus)

#### Chronological understanding

Can they:

- Sequence photographs/ artefacts – check in reference book

#### Knowledge and Interpretation

Can they:

- describe key events in the life of Rosa Parks/ Nelson Mandela, who have contributed to national and international achievements.
- describe an event beyond living memory that is significant nationally or globally (e.g. the Montgomery Bus Boycott, 1955) – recognise why Rosa Parks did what she did, why the event happened and what happened as a result?
- Discuss the reliability of photos/ accounts/ stories linked to the G F of L.

#### Historical Enquiry

Can they:

- Use a range of sources to find out about a period?
- Observe small details – artefacts, pictures?
- Select and record information relevant to the study?
- Begin to use the library and internet for research?

### Computing

#### StoryTellers

Can they:

- create a biography using video editing on iPads?
- retell life stories in video clips and Piccollage?

**Music:** Tanczomy labada & The rockpool rock

**End Point:** Learning assembly linked to topic

### English

**Persuasive letter** (e.g. Linked to freeing an animal from the zoo)

Can they:

#### Composition

- describe the argument and state their opinion?
- repeat words to make a point?
- use technical vocabulary?

#### SPAG

- use the present/ past tense consistently?
- use apostrophes for contraction and possession accurately?

#### **Diary entry (from Nelson’s perspective)**

Can they:

#### Composition

- write a brief sequence of chronological events?
- add detail and description to each event?

#### SPAG

- use pronouns to avoid repetition?
- use, “how”, “when” and “where” adverbials to give extra information?
- use adventurous vocabulary?

#### **Newspaper report (the Montgomery Bus Boycott)**

Can they:

#### Composition

- write a clear opening including the four Ws (who? What? When? Where?)
- include quotes using inverted commas to indicate speech
- Include technical vocabulary?

#### SPAG

- use subordination (when, if, that, because)?
- use prepositions to describe where events happened?

#### **Narrative (about being free)**

Can they:

#### Composition

- sequence ideas using time related words, phrases or line breaks?
- use the senses to describe settings in detail
- include dialogue which tells the reader more about the character?

#### SPAG

- use, “how”, “when” and “where” adverbials to give extra information?
- use proper nouns accurately?

### Science

Can they:

- notice that animals, including humans have offspring which grow in to adults?
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain?
- identify and name different sources of food?

#### Science writing:

Food diary from the perspective of one animal studied.

#### Working scientifically (Comparative/ Fair test)

Can they:

- **ask simple questions ?**
- observe closely, using simple equipment?
- perform simple tests?
- identify and classify?
- **use observations and ideas to suggest answers to questions?**
- gather and record data to help in answering questions?

### DT (Textiles)

Can they?

- revisit running stitch?
- cut materials safely using tools provided?
- measure and mark out to the nearest centimetre?
- demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)?
- select from a range of tools and equipment, explaining their choices?
- explore an existing product? (who designed and made the product/ print)

**RE:** Visiting a synagogue

**PE:** Fitness & games (coach led) and Athletics (teacher led)

**Trip and Visits:** Visit a local synagogue.

**Spelling:** ge, dge, kn, gn, ar, wr, le, el, -ll, -al, -ey, -ed, -y, -tion & homophones