

| | Autumn Term (Precision- Science) Which is the most important invention? | | Spring Term (Past - History) What did the Ancient Romans do for us? | | Summer Term (Present- Geography) How has the use of the River Nile changed through time? | |
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| Literacy | Conquering the Monster story List Poems | Instructions Newspapers | Wishing Tale Rhyming Poetry | Explanations | Journey Story | Performance Poetry Non Chronological Report |
| Mathematics | Place Value Addition and Subtraction | Measures Time | Number and Place Value Multiplication and Division | Money Fractions | Number and Place Value Geometry | Statistics Measures Position and Direction |
| Science | Electricity | Sound | Animals including Humans | Habitats | Forces and Magnets | Light- Escape the pyramid project |
| History | Timeline | | Ancient Romans | | Ancient Egyptians | |
| Geography | | | European Country - Italy | | The River Nile | |
| Art | Drawing *Use a pencil to draw and design and record shapes * Make observational drawings using pencils (objects, faces, landscapes) * explore different shapes with a pencil * Explore different textures with a pencil | | Colour *Be able to name the relevant colours *Use and mix colours to paint *Apply colour with paintbrushes of a variety of sizes and sponges * to be able to keep paint within the drawn lines * Use colour to create pattern Pattern | | 3-D Work *To build a form from a range of materials - plan, design and make *To finish form neatly | |

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| | | | *Awareness and discussion of patterns and shapes observed * use repeating patterns and symmetry | | | |
| DT | | <p>Make Circuit Games</p> <p>Make their design using appropriate techniques.</p> <ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials. • Use tools eg scissors and a hole punch safely. • Assemble, join and combine materials and components together using a variety of temporary methods • Use simple finishing techniques to improve the appearance of their product <p>*Evaluate their product by discussing how well it works in relation to the purpose.</p> <ul style="list-style-type: none"> • Evaluate their products as they are developed, | | <p>Italian Food</p> <p>Follow safe procedures for food safety and hygiene.</p> | | <p>Make Shaduf</p> <p>Make their design using appropriate techniques.</p> <ul style="list-style-type: none"> • With help measure, mark out, cut and shape a range of materials. • Use tools eg scissors and a hole punch safely. • Assemble, join and combine materials and components together using a variety of temporary methods • Use simple finishing techniques to improve the appearance of their product <p>*Evaluate their product by discussing how well it works in relation to the purpose.</p> <ul style="list-style-type: none"> • Evaluate their products as they are developed, |

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| | | <p>identifying strengths and possible changes they might make.</p> <ul style="list-style-type: none"> • Evaluate their product by asking questions about what they have made and how they have gone about it | | | | <p>identifying strengths and possible changes they might make.</p> <ul style="list-style-type: none"> • Evaluate their product by asking questions about what they have made and how they have gone about it |
| Music | Singing & Listening taught across the whole year - see MTP for chosen song and, listening pieces. | | | | | |
| | <p>SEND Music Project</p> <ul style="list-style-type: none"> - Sing simple songs, chants and rhymes from memory. - Sing collectively and at the same pitch responding to simple visual prompts and counting in. - Sing simple songs with a very small range moving onto wider including pentatonic songs. - Sing a wide range of call and response songs. - Control vocal pitch and match to the pitch they hear. - Sing familiar songs in low and high voices. - Follow pictures and symbols to guide singing. <p>-Identify changes in pitch/tempo and respond to them with movement.</p> <ul style="list-style-type: none"> - Understand how music can tell a story. - Understand musical structure by responding with movement. <p>Compare high and low sounds in the local environment.</p> <ul style="list-style-type: none"> - Identify a steady beat - Identify some instruments. - Identify a repeated pattern. - Listen to and learn about different music genres | <p>Instruments</p> <ul style="list-style-type: none"> - Walk, move or clap a steady beat. Changing the beat as the tempo of the music changes. - Use body percussion and classroom percussion (shakers, sticks, blocks) to play repeated rhythm patterns. - Use tuned instruments to maintain a steady beat. - Perform short copycat rhythm patterns accurately, led by the teacher. - Perform word pattern chants and create their own (e.g ca-ter-pil-lar crawl) - Explore percussion sounds to enhance storytelling. | <p>Composition</p> <ul style="list-style-type: none"> - Improvise simple vocal chants, using question & answer phrases. - Create sound effects and short sequences of sounds in response to stimuli - e.g rainstorm or a train journey. -Combine sequences to tell a story - Understand the difference between creating a rhythm pattern and a pitch pattern. - Invent, retain and recall rhythm & pitch patterns and perform these. - Recognise how graphic notation represents created sounds. Explore and invent own symbols. | | | |

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| | - hiphop, reggae, blues, pop | | | |
| Computing | Digital Literacy | Computer Science See yearly overview Lego League | Information Technology | Computer Science See yearly overview |
| French | Ask and answer name Simple feelings Count from 0-11 Colours Days Months Asking for the date Birthday Christmas | | Ephiny Animals Likes and Dislikes Colours Easter | Food and Vegetables Breakfast foods Ask and answer likes and dislikes Picnics Asking politely Commands Where you live 0-20 |
| RE | What do followers Christianity believe? Why are some people important to Christianity? Hanukkah Diwali | | What does Christianity teach? | How do followers of Christianity worship? |
| PE | Agility Balance and Coordination Gymnastics/ Equipment | | Ball Skills | Athletics Tennis |