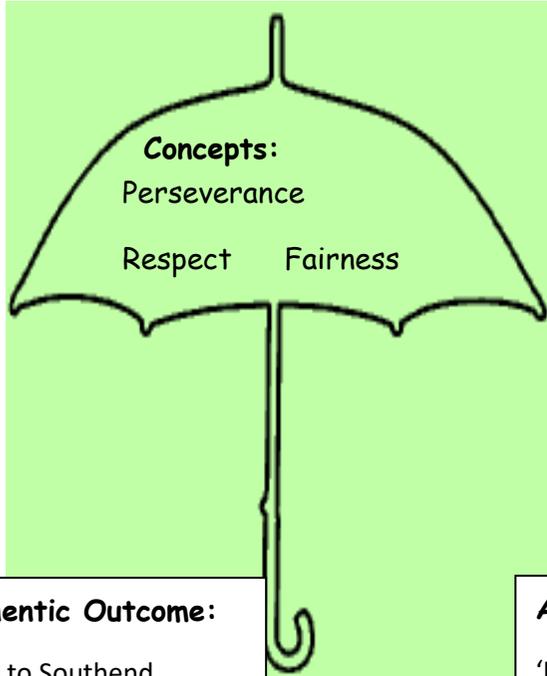


# Explore

**Geography and DT focus - All at sea.**

Enquiry question - What would the world be like without oceans?



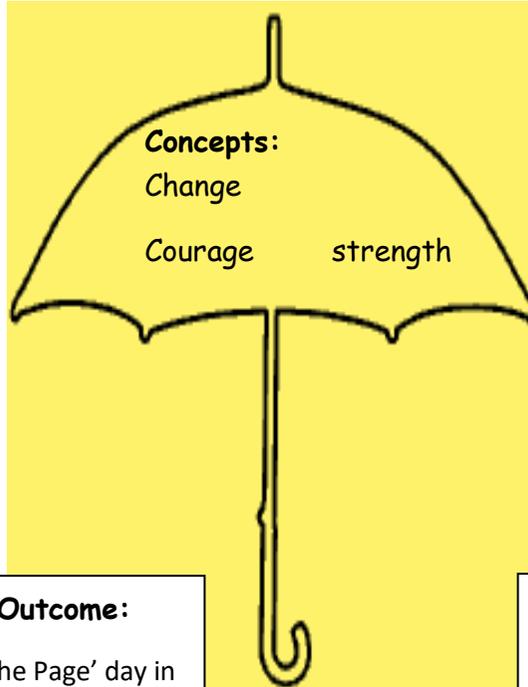
**Authentic Outcome:**

A trip to Southend Aquarium.

# Discover

**History focus - People and events that have changed Britain.**

Enquiry question - What are British values?



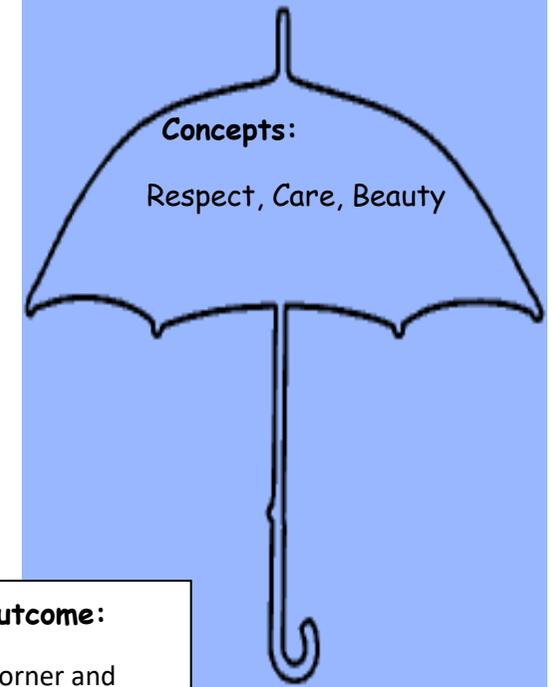
**Authentic Outcome:**

'History off the Page' day in school – The Great Fire of London.

# Create

**Arts focus - The Magic of Nature.**

Enquiry question - child generated question



**Authentic Outcome:**

A trip to pets corner and Harlow Town Park.



| Year               | Autumn Term - Key Skills  | Spring Term - Key Skills  | Summer Term - Key Skills  |
|--------------------|---|---|---|
| English<br>(Texts) | <p><b>The lighthouse Keepers Lunch - Ronda and David Armitage</b><br/> <b>Dear Earth - Isabel Otter</b><br/> <b>The Big book of Blue - Yuval Zommer</b><br/> <b>Meerkat Mail (cross curricular Science)</b><br/> <b>The tale of The Grinch (Christmas)</b></p>  | <p><b>Vlad and The Great Fire of London - Sam Cunningham</b><br/> <b>The Great Fire of London: 350<sup>th</sup> Anniversary edition - Emma Adams</b><br/> <b>Leon and the Place Between - Angela McAllister</b><br/> <b>Diary of a killer cat - Anne Fine</b></p>   | <p><b>Journey - Aaron Becker</b><br/> <b>The Magic Box (poem) - Kit Wright</b><br/> <b>The Tunnel - Anthony Browne</b><br/> <b>Fairytales</b><br/> <b>Eddie's garden and how to make things grow - Sarah Garland</b></p>  |
| Maths              | <p>Mixture of the use of Power Maths and White Rose resources.</p> <p><b>Book A:</b></p> <ul style="list-style-type: none"> <li>➤ Number and Place Value</li> <li>➤ Addition and Subtraction (Unit 1 and 2)</li> <li>➤ Multiplication and division (Unit 1)</li> </ul>  | <p><b>Book B:</b></p> <ul style="list-style-type: none"> <li>➤ Multiplication and Division (Unit 2)</li> <li>➤ Fractions</li> <li>➤ Properties of shape</li> <li>➤ Measurement (Money - Book A)</li> </ul>  | <p><b>Book C:</b></p> <ul style="list-style-type: none"> <li>➤ Geometry - position and direction</li> <li>➤ Number - addition and subtraction</li> <li>➤ Time</li> <li>➤ Weight, volume and temperature</li> </ul>  |
| Science            | <p><b><u>Working Scientifically (experiments focusing on making predictions, recording results and making conclusions)</u></b></p> <ul style="list-style-type: none"> <li>➤ Explore the world around them and raise their own simple questions.</li> <li>➤ Experience different types of science enquiries, including practical activities.</li> <li>➤ Carry out simple tests.</li> <li>➤ Observe closely using equipment.</li> <li>➤ Record simple data.</li> <li>➤ Talk about what they have found out and how they found it out.</li> <li>➤ With help, they should record and communicate their findings in a range of ways and begin to use Scientific language.</li> </ul> <p><b><u>Animals and their habitats</u></b></p> | <p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>➤ For a given object can identify what properties a suitable material needs to have</li> <li>➤ Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot.</li> <li>➤ Can explain using the key properties why they chose a particular material for a purpose.</li> <li>➤ Can justify their choice of a material for a purpose by referring to the results of simple tests they have carried out on relevant properties.</li> <li>➤ Can describe differences in the properties of objects made from the same material</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>➤ Notice that animals, including humans, have offspring which grow into adults.</li> </ul> | <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>➤ Observe and describe how seeds and bulbs grow into mature plants.</li> <li>➤ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>➤ Can describe how plants that they have grown from seeds and bulbs have developed over time.</li> <li>➤ Can identify plants that grow well in different conditions.</li> <li>➤ Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants.</li> </ul> <p><b><u>Working Scientifically (experiments related to flight)</u></b></p> <ul style="list-style-type: none"> <li>➤ See skills which will be revisited from Autumn Term.</li> </ul> |



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|           | <ul style="list-style-type: none"> <li>➤ Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>➤ Understand how the habitats provide basic needs of different kinds of animals and plants.</li> <li>➤ Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>➤ Food chains - identify different food chains and identify and name different sources of food.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>➤ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p style="text-align: center;"><b>Meerkat mail - animal fact file</b></p> |  |
| Geography | <p><b><u>World continents, oceans, and layers of the ocean.</u></b></p> <ul style="list-style-type: none"> <li>➤ Locate and name the 4 countries of the UK.</li> <li>➤ Locate and name the 7 continents and 5 oceans.</li> <li>➤ Layers of the ocean experiment</li> <li>➤ Observe aerial view photographs and understand what they show.</li> <li>➤ Use simple compass directions.</li> </ul> <p><b><u>Comparison of the UK and the Caribbean.</u></b></p> <ul style="list-style-type: none"> <li>➤ Use simple fieldwork to observe and record features of the local area.</li> <li>➤ Use locational and directional language to describe locations or features of a map.</li> <li>➤ Observe and record weather patterns of the UK.</li> <li>➤ Use globes, maps and atlases to recognise human and physical features.</li> <li>➤ Make comparisons between the UK and the Caribbean.</li> </ul> |  |  |
| DT        | <p><b><u>Sandwich making:</u></b></p> <ul style="list-style-type: none"> <li>➤ Cut, peel or grate ingredients safely.</li> <li>➤ Measure or weigh using measuring cups or scales.</li> <li>➤ Assemble healthy ingredients.</li> <li>➤ Understand where food comes from.</li> </ul>  |  |  |



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|         | <ul style="list-style-type: none"> <li>➤ Cut materials safely.</li> </ul> <p><b><u>Lunchbox design:</u></b></p> <ul style="list-style-type: none"> <li>➤ Cut materials safely.</li> <li>➤ Measure and mark out to the nearest centimetre.</li> <li>➤ Demonstrate a range of cutting techniques.</li> <li>➤ Demonstrate a range of joining techniques.</li> <li>➤ Design products that have a clear purpose and an intended user.</li> <li>➤ Begin to evaluate their ideas and products against design criteria.</li> </ul> |   |  |
| History |  | <p><b><u>The Great Fire of London, Mary Seacole and Florence Nightingale</u></b></p> <ul style="list-style-type: none"> <li>➤ Use simple terms about passing of time, <i>e.g. century, past</i>. Order events and objects and make a distinction between own lives and past.</li> <li>➤ Understanding of aspects of the past beyond living memory and of some of the main events and people studied.</li> <li>➤ Begin to recognise that there are reasons why people acted as they did.</li> <li>➤ Begin to identify some of the different ways in which the past is represented, <i>e.g. museum displays, films, pictures</i></li> <li>➤ Answer questions from simple observation</li> <li>➤ Begin to organise and communicate historical knowledge and understanding in a variety of ways, <i>e.g. orally, visually through ICT</i>.</li> </ul> |  |
| Music   | <p><b><u>Whole school composer study:</u></b></p> <p>1. Ludwig Van Beethoven: Symphony no.5 1<sup>st</sup> movement (1808)</p> <p>2. Pyotor Ilyich Tchaikovsky: The Nutcracker - Waltz of the flowers Russian Dance (1892)</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a</li> </ul>  | <p><b><u>Whole school composer study</u></b></p> <p>3. Vaughan Williams: The Lark Ascending (1914)</p> <p>4. Gustav Holst: Mars from The Planets (1914)</p> <ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>   | <p><b><u>Whole school composer study</u></b></p> <p>5. Benjamin Britten: Storm interlude (1945)</p> <p>6. Anna Clyne: Night Ferry (1980)</p> <p><b><u>Animals, objects, flying machines.</u></b></p> <ul style="list-style-type: none"> <li>➤ Use vocabulary of pitch, tempo and dynamics inn discussing a piece of music.</li> <li>➤ Find the pulse in pieces of music.</li> <li>➤ Copy rhythms by clapping back.</li> <li>➤ Create a pattern on an instrument that can be repeated.</li> </ul> |



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|     | <p>range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop and understand the history of music.</li> </ul> <p><b><u>Singing - Christmas carols and modern Christmas songs with sign language.</u></b></p> | <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop and understand the history of music</li> </ul> | <ul style="list-style-type: none"> <li>➤ Play an untuned instrument copying a rhythm</li> <li>➤ Use a voice warm up exercise to sing 'la' at a high and low pitch</li> <li>➤ Use voice expressively and creatively by singing songs.</li> </ul>   |
| Art |   |   | <p><b><u>Andy Goldsworthy/Georgia O'Keeffe/Van Gogh</u></b></p> <ul style="list-style-type: none"> <li>➤ Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns.</li> <li>➤ Refine skills in drawing and develop and share ideas. Incorporate known experiences.</li> <li>➤ Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination.</li> <li>➤ Refine skills in sculpture and develop and share ideas.</li> </ul> |



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|           |  |   | <ul style="list-style-type: none"> <li>➤ Covered either continuously or as revision. Link their products to well-known artists. Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.</li> </ul>  |
| Computing | <p><b>Digital literacy - Internet safety</b></p> <ul style="list-style-type: none"> <li>➤ Children know the implications of inappropriate online searches.</li> <li>➤ Children begin to understand how things are shared electronically.</li> <li>➤ Develop an understanding of using email safely.</li> <li>➤ Know ways of reporting inappropriate behaviours and content to a trusted adult.</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Effectively retrieve relevant, purposeful digital content using a search engine.</li> <li>➤ Make links between the technology they see around them.</li> </ul> | <p><b>Information technology</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate an ability to organise data.</li> <li>➤ Edit more complex digital data such as music compositions.</li> <li>➤ Children build confidence in creating, naming, saving and retrieving content.</li> <li>➤ Use a range of media in their digital content including photos, text and sounds</li> </ul> <p><b>Computer Science 1</b></p> <ul style="list-style-type: none"> <li>➤ Identify parts of a program that respond to specific events and initiate specific actions.</li> </ul>                             | <p><b>Computer Science 2</b></p> <ul style="list-style-type: none"> <li>➤ Create a simple program that achieves a specific purpose.</li> <li>➤ Identify and correct some errors.</li> </ul> <p><b>Computer Science 3</b></p> <ul style="list-style-type: none"> <li>➤ Understand and explain that an algorithm is a set of instructions to complete a task.</li> <li>➤ Children show an awareness of the need to be precise with their algorithms to be successful.</li> </ul> |
| PSHE      | <p><b>Mental Health and well-being</b></p> <p><b>Growth mindset</b></p> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>➤ Use a variety of words to describe how others are feeling.</li> <li>➤ Not be afraid to make mistakes and try again before asking for help.</li> <li>➤ Recognise that what we say can hurt as much as physical harm.</li> <li>➤ Begin to understand the difference between good and bad relationships.</li> <li>➤ Identify why we fall out with our VIP's and understand how to reconcile.</li> </ul>  | <p><b>First aid</b></p> <p><b>Keeping safe and healthy eating</b></p> <p><b>British values</b></p> <p><b>Anti-racism</b></p> <ul style="list-style-type: none"> <li>➤ Start to understand the problems with head injuries.</li> <li>➤ Know what to do with sprains and strains.</li> <li>➤ Be able to talk about a healthy diet and begin to understand what a balanced diet is.</li> <li>➤ Know what is meant by rule of law and how it affects us.</li> <li>➤ Recognise the needs of growing plants.</li> <li>➤ Recognise that we are all different, but we should all be treated equally.</li> </ul> | <p><b>Raising aspirations</b></p> <p><b>Financial capability</b></p> <ul style="list-style-type: none"> <li>➤ Begin to understand that following the rules, being kind and trying our best can help us be good role models.</li> <li>➤ Understand that money is needed to buy things.</li> <li>➤ Recognise what coins and notes look like.</li> <li>➤ Be able to think about jobs that inspire us.</li> </ul>  |



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| RE | <p><b><u>Christianity, Hinduism and Judaism</u></b></p> <ul style="list-style-type: none"> <li>➤ To understand the origins of Hinduism.</li> <li>➤ To talk about the origins of Christianity.</li> <li>➤ To understand that Christianity is linked to Judaism.</li> <li>➤ To understand the different ways that God is portrayed in the Bible.</li> <li>➤ To talk about God's relationship with Humanity.</li> <li>➤ To understand how the story of Jesus' birth fits into the 'Big Story' of the Bible.</li> <li>➤ To talk about the lessons that can be learned from the Christmas story.</li> </ul>  | <p><b><u>Christianity and Hinduism</u></b></p> <ul style="list-style-type: none"> <li>➤ To express own ideas about afterlife.</li> <li>➤ To understand the Hindu belief in reincarnation.</li> <li>➤ To understand the Hindu beliefs of Karma and Moksha.</li> <li>➤ To understand how belief in reincarnation affects the daily life of a Hindu.</li> <li>➤ To talk about reasons for Christian belief in heaven.</li> <li>➤ To understand why Christians remember the sacrifice of Jesus.</li> <li>➤ To express own ideas about forgiveness.</li> <li>➤ To understand why Christians ask for forgiveness.</li> </ul>   | <p><b><u>Christianity and Hinduism</u></b></p> <ul style="list-style-type: none"> <li>➤ To express own ideas about what a family is.</li> <li>➤ To talk about why babies are baptised in Christianity.</li> <li>➤ To understand Christian views about marriage and family.</li> <li>➤ To understand Hindu views about marriage.</li> <li>➤ To understand why being part of a wider Christian family is important to Christians.</li> <li>➤ To understand why being part of the wider Hindu family is important to Hindus.</li> <li>➤ To talk about why Dharma is an important part of a Hindu's daily life.</li> </ul>   |
| PE | <p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in competitive and cooperative physical activities</li> <li>➤ Apply tactics and creative ideas to tasks</li> <li>➤ Orientate a simple map using features of the area and using a control marker.</li> <li>➤ Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve</li> </ul> <p><b><u>Basketball</u></b></p> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>➤ Children should be taught to perform dances using simple movement patterns.</li> <li>➤ Use movement imaginatively, responding to stimuli, including</li> </ul> | <p><b><u>SAQ</u></b></p> <ul style="list-style-type: none"> <li>➤ Find space when asked and stay in a space during activity.</li> <li>➤ Move in different directions &amp; different ways independently whilst avoiding obstacles. Speed can be altered for different tasks when appropriate.</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>➤ Explain the importance moving with control and awareness of space</li> <li>➤ Move with some control and awareness of space</li> <li>➤ Create a sequence using 3 or more linked actions combined with basic and intermediate balances</li> <li>➤ Balance on different points of the body, holding a still position</li> <li>➤ Climb and travel safely on equipment</li> </ul> | <p><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>➤ Pupils should be taught participate in individual based skills, working in pairs,</li> <li>➤ Develop simple tactics for rallying against a partner</li> <li>➤ To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis</li> <li>➤ Play a variety of games to score</li> <li>➤ Start to apply basic tactics</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>➤ To demonstrate running, jumping, throwing and catching in isolation and in combination</li> <li>➤ To move with control, agility and confidence</li> <li>➤ Apply different types of movements linked to running to ensure it is embedded</li> <li>➤ Jump with control both 1 footed and two footed</li> <li>➤ Throw different objects in a variety of ways</li> </ul> |



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|  | <p>music and performing basic skills</p> <ul style="list-style-type: none"> <li>➤ Change rhythm, speed, level and direction of their movements</li> <li>➤ Create and perform dances using simple movement patterns, including those from different times and cultures</li> </ul> | <ul style="list-style-type: none"> <li>➤ Jump in a range of different of ways, showing control and balance on landing</li> <li>➤</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>➤ Pupils should be taught to strike a ball off a tee</li> <li>➤ To throw using underarm or overarm</li> <li>➤ To field a ball and return to an area within a skill game</li> <li>➤ Follow rules of a game</li> <li>➤ Stop moving when the 'bowler' has the ball</li> <li>➤ Play as a fielder and pass the ball back to the bowler to make the runner stop</li> </ul> | <ul style="list-style-type: none"> <li>➤ Complete an obstacle course with control and agility</li> </ul> <p><b><u>Parachute games</u></b></p> <ul style="list-style-type: none"> <li>➤ Explain how they can make informed choices about healthy, active lifestyles both in school and beyond</li> <li>➤ Participate in competitive and cooperative physical activities</li> <li>➤ Orientate a simple map using features of the area and using a control marker.</li> <li>➤ Continue to apply and develop a broader range of skills. Enjoy communicating, collaborating and competing with each other and how to improve</li> </ul> |
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