

<p style="text-align: center;">English Core Texts: The Colour Monster by Alana Llenas The Gingerbread Man Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Writing to inform- instructions on how to catch a Gingerbread Man- sequences and sentences • Writing to entertain- narrative retell fairy tale- setting • Writing to inform- wanted poster- Goldilocks 	<p style="text-align: center;">Science</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – autumn walk part 1 • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class • Measure the temperature during seasonal walks • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment • Plant spring flowering bulbs- see Term 3 <p>Exploring the 5 senses. Parts of the body.</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p style="text-align: center;">Computing Purple Mash</p> <ul style="list-style-type: none"> • Children will learn the importance of online safety • Children will learn how to log into Purple Mash • Children will learn how to save things into their profiles on Purple Mash • Children will explore pictograms
<p style="text-align: center;">Maths Place Value Within (Within 10)</p> <p><i>Sorting objects. Counting objects. Counting objects from a larger group. Representing objects. Recognising numbers as words. Counting on from any number. Finding one more and one less. Counting backwards within 10. Comparing groups by matching. Using fewer, more, same. Using less than, greater than, equal to. Comparing numbers. Ordering objects and numbers. Using a number line.</i></p> <p style="text-align: center;">Addition and Subtraction (Within 10)</p> <p><i>Introducing part and wholes. Using a part-whole model, writing number sentences.</i></p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">What are my 5 senses?</p> <p style="text-align: center;">Inspirational Figures Art- Lauren Child DT- Jamie Oliver Music- Martin Luther King and Stevie Wonder</p>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;">Fundamentals</p> <ul style="list-style-type: none"> • Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination. • Social: collaboration, work safely, support others. • Emotional: determination, self regulation, honesty, perseverance. • Thinking: comprehension, select and apply skills. <p style="text-align: center;">Target Games</p> <ul style="list-style-type: none"> • Physical: underarm throw, overarm throw. • Social: collaboration, leadership, work safely, encourage others. • Emotional: perseverance, honesty. • Thinking: comprehension, select and apply, creativity.
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will explore the artist Lauren Child • Children will learn basic drawing techniques including sketching and shading • Children will look at different colours and begin to understand mixing of colours • Children will create portraits using art materials and natural materials 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Children will partake in creating their own class rules and develop understanding of the existing Golden Rules • Children will understand the expectations of behaviour • Children will participate in a democratic vote for the roles of: school council representatives, eco warrior and class Beacon • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Learn about festivals such as Harvest • Intra-house competition for a sporting challenge • Celebrating Black History Month during October 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • How have toys changed over time? • Sequence up to 3 toys from different periods of time. • Use words and phrases like old, new, a long time ago. • Recount things that happened when the children were little. • Recognise the difference between the past and the present in their own and other's lives. • Ask and answer questions about old and new toys.
<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 1 and 2)</p> <ul style="list-style-type: none"> • Module 1 Created and Loved by God, Unit 1: Religious Understanding • Module 1 Created and Loved by God, Unit 2: Me, My Body, My Health. • Module 2 Created to Love Others, Unit 1 Religious Understanding. 	<p style="text-align: center;">RE God's Great Plan</p> <ul style="list-style-type: none"> • Be aware of the beauty of God's world. • Hear about the story of Creation from Genesis. • Know that God made us because He loves us but the first people, Adam and Eve, made some wrong choices. • Be aware that we have a responsibility to look after God's world. • Hear and appropriate part of the story Noah and the flood.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Say and write a greeting in French • Say 'my name is ...' in French • Say how I am feeling in French • Count from 1 – 5 • Count from 6 - 10 in French • Identify and count from 1 – 10 in French 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow Unit 1 All about me – pulse and rhythm • Singing songs with control and using the voice effectively – songs about the body, various – using SingUp and Kapow • Listening and responding – music history, mindfulness and listening to various music of different genres, listening to sound effects • Exploring Sounds – vocal and body percussion, steady beat • Using symbol and notation – vocal sound patterns • Play untuned instruments – following a steady beat, accompaniment to songs 	<p style="text-align: center;">Geography</p> <p>Seasonal changes Autumn</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons • Observe and record the weather at different times of the year (see also science) • Express opinions about the seasons and relate the changes to differences in clothing and activities etc.

<p style="text-align: center;">English <u>Core Texts:</u> A walk in London by Salvatore Rubbino</p> <ul style="list-style-type: none"> • Sentence writing with capital letters, full stops and question marks. • Labelling of proper nouns using capital letters • Writing to inform – Information booklet about London • Fireworks- presentation books 	<p style="text-align: center;">Science</p> <p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – autumn walk part 2. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly, discussions in class • Measure the temperature during seasonal walks <p>Investigate recycling.</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, wood, plastic, glass etc. • Describe the simple physical properties of everyday materials • Compare and sort the recycling materials and understand why we need to recycle – recycling talk from Veolia recycling plant 	<p style="text-align: center;">Computing Purple Mash</p> <ul style="list-style-type: none"> • Children will learn the importance of online safety • Children will learn how to use basic spreadsheets • Children will begin to understand how to use technology purposefully by creating videos and creating information leaflets.
<p style="text-align: center;">Maths <u>Addition and Subtraction (Within 10)</u> <i>Finding fact families using addition facts. Number bonds within 10. Number bonds to 10. Adding together. Adding more. Addition problems. Finding a part. Finding a part using subtraction. Finding the eight facts in fact families. Subtracting to find out how many left. Subtraction on a number line. Add or subtract one or two.</i> <u>Geometry (Shape)</u> <i>Recognising and naming 3D shapes. Sorting 3D shapes. Recognising and naming 2D shapes. Sorting 2D shapes. Patterns with 2D and 3d shapes.</i></p>	<p>Year 1</p> <p>Term 2</p> <p>Where do we live?</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • BEAM assessments • Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll • Social: respect, collaboration, sharing, work safely • Emotional: confidence, self regulation, perseverance • Thinking: comprehension, select and apply action, creativity <p style="text-align: center;">Ball Skills</p> <ul style="list-style-type: none"> • Physical: dribble with hands, roll, throw, catch, dribble with feet, track. • Social: communication, support others, cooperation. • Emotional: perseverance, honesty, determination. • Thinking: exploration, make decisions, comprehension, use tactics.
	<p>Inspirational Figures DT- Jamie Oliver Art- L S Lowry St Andrew The Holy Family</p>	
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Collage- fireworks • Children will explore the art work of L S Lowry, investigating the use of line to depict movement in figures 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Children will understand the expectations of behaviour • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Learn about significant dates and festivals such as Remembrance and Christmas. • Intra-house competition for a sporting challenge • Learn about other Faiths (Judaism). • St Andrew's Day 	<p style="text-align: center;">History Why Do We Have Remembrance Sunday? Why Do We Celebrate Bonfire Night?</p> <ul style="list-style-type: none"> • Recognise that a story may have happened a long time ago • Distinguish between fact and fiction through historical stories • Find answers to simple questions about the past from sources of information • Be curious about people and show interest in stories • Know that information can be retrieved from books and computers • Ask questions about why things happened and give answers
<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • Smoothies 	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 1 and 2)</p> <ul style="list-style-type: none"> • Module 1 Created and Loved by God, Unit 1: Religious Understanding • Module 1 Created and Loved by God, Unit 2: Me, My Body, My Health. • Module 2 Created to Love Others, Unit 1 Religious Understanding. 	<p style="text-align: center;">RE Mary Our Mother</p> <ul style="list-style-type: none"> • Know that God sent the Angel Gabriel to ask Mary to be the mother of His son. • Hear about Mary's visit to her cousin, Elizabeth. • Prepare to celebrate the birth of Jesus. • Know the story of the birth of Jesus. • Know that Mary is our mother too. <p style="text-align: center;">Hinduism</p>
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Listen and join in with a playground game using numbers • Listen and understand the names of sea creatures • Listen and identify the days of the week in French • Listen and join in with a playground game using the days of the week • Listen and join in with a clapping game • A French breakfas 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow unit 2 Fairytales. SingUp. Music Express • Singing songs with control and using the voice effectively – Christmas • Listening and responding – music history, mindfulness and listening to various music of different genres, listening to steady beats with different tempos • Using symbol and notation – using road signs as symbols to compose vocal sounds • Composition – exploring vocal sounds and following a graphic score they have written • Play instruments – keeping a steady beat and following the tempo • Rehearsing and performing – Christmas production 	<p style="text-align: center;">Geography Investigate the UK. Investigate Kent/Chatham. Investigate the local area (school, church, street)</p> <ul style="list-style-type: none"> • Use basic geographical vocab to refer to key physical features – look for coast, mountains, forest, mountains, rivers, on a map of the UK • Use basic geographical vocab to refer to key human features – city, town, village, factory, farm, homes, shops, on a map of Kent/Chatham • Use simple fieldwork and observational skills to study the geography of the school, church, street and the key human/physical features of the surrounding environment – notes, videos, photos, sketches, observations, and memory maps • Learn about road safety- local walk taking note of features such as road signs and road crossings

<p style="text-align: center;">English <u>Core Texts:</u> Astro Girl by Ken Wilson-Max</p> <ul style="list-style-type: none"> • Writing using personal pronoun 'I' • Writing to inform- Space fact file • Writing to inform- How to be an astronaut 	<p style="text-align: center;">Science</p> <p><u>Seasonal changes Spring</u></p> <ul style="list-style-type: none"> • Observe changes across the four seasons – spring walk part 1 • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class • Measure the temperature during seasonal walks • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment <p><u>Planting seeds/bulbs</u></p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a common flowering plant – plant seeds and bulbs and identify the parts of these flowers as they begin to grow 	<p style="text-align: center;">Computing <u>Purple Mash</u></p> <ul style="list-style-type: none"> • Children will group and sort objects beginning with shapes and moving onto using the computer • Children will explore Lego builder
<p style="text-align: center;">Maths <u>Place Value (Within 20)</u> <i>Counting within 20. Understand numbers 10-20, Finding one more or one less. Using a number line to 20. Estimating on a number line to 20. Comparing numbers to 20. Ordering numbers to 20.</i></p> <p style="text-align: center;"><u>Addition and Subtraction (Within 20)</u> <i>Adding by counting on within 20. Add ones using number bonds. Find and make number bonds to 20. Doubles. Near doubles. Subtract ones using number bonds. Subtract by counting back. Subtraction by finding the difference. Finding related facts. Missing number problems.</i></p>	<p style="text-align: center;"><u>Year 1</u></p> <p style="text-align: center;">Term 3</p> <p style="text-align: center;">What is on the moon?</p>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> • Physical: run, jump, co-ordination, stamina, strength, agility, balance. • Social: communication, co-operation, support, work safely, kindness • Emotional: kindness, perseverance, honesty, independence, determination. • Thinking: comprehension, creativity, problem solving, reflection, feedback <p style="text-align: center;">Invasion Games</p> <ul style="list-style-type: none"> • Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed. • Social: supporting others, communication, co-operation, kindness. • Emotional: perseverance, confidence, honesty. • Thinking: comprehension, identifying strengths and areas for development, select and apply.
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will look at the artist Lucien Rudaux and recreate a galaxy painting using mixed media and natural resources • Children will experiment and explore making pictures with textures 	<p style="text-align: center;"><u>Fundamental British Values</u></p> <ul style="list-style-type: none"> • Children will understand the expectations of behaviour • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Safer Internet Day • Learn about significant dates and festivals such as New Year • Intra-house competition for a sporting challenge • Children's Mental Health Week activities • St David's Day • St Patrick's Day 	<p style="text-align: center;">History</p> <p><u>Who Was the First Person on The Moon?</u></p> <ul style="list-style-type: none"> • Compare and contrast the memories of adults – invite someone to talk to the children about their memories of this event • Find answers to simple questions about the past – research about the moon, rockets and moon buggies • Chronological understanding – visual timeline of when the children were born and events they know about, compared with when the moon landings took place • Knowledge and understanding of people – Neil Armstrong, the first man on the moon, why is this important in our history?
<p style="text-align: center;"><u>Design Technology</u></p>	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 3 and 4)</p> <ul style="list-style-type: none"> • Module 2 Created to Love Others, Unit 2: Personal Relationships. • Module 2 Created to Love Others, Unit 3: Keeping Safe. • Module 3 Created to Love Others, Unit 1: Religious Understanding. • Module 3 Created to Love Others, Unit 2: Living in the Wider World.. 	<p style="text-align: center;">RE <u>Families and Celebrations</u></p> <ul style="list-style-type: none"> • Know that we all belong to a family. • Know that Mary and Joseph took Jesus to the Temple as a baby. • Know that Jesus belonged to a family. • Know about the loss and finding of Jesus. • Begin to understand what it means to belong to our Church family. • Know that we become a member of the church by receiving the Sacrament of Baptism.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Identify and name a mini-beast • Attempt to read and name some mini-beasts • Count 1 – 10 in French • Identify and name some colours • Listen and join in with a story • Understand and perform the butterfly cycle 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow scheme unit Superheroes. SingUp. Music Express • Singing songs with control and using the voice effectively – space songs • Listening and responding – music history, mindfulness and listening to various music of different genres, listening for how the composer has chosen a theme and represents it through the music – The Planet Suite • Composition – rhythm composition linked to space, make up lyrics • Playing instruments – accompany the space songs they have composed • Exploring sounds – how can we make music that sounds like space? 	<p style="text-align: center;">Geography</p> <p><u>Seasonal changes Spring</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons • Observe and record the weather at different times of the year • Express opinions about the seasons and relate the changes to differences in clothing and activities etc.

<p style="text-align: center;">English <u>Core Texts:</u> Dinosaurs and all that rubbish by Michael Foreman</p> <ul style="list-style-type: none"> • Writing to entertain – setting description • Writing in inform – letter writing • Writing to entertain- narrative retelling of Dinosaurs and all that rubbish <p>World Book Day</p>	<p style="text-align: center;">Science</p> <p>Seasonal changes Spring</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – spring walk part 2 • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class <p>Carnivores, herbivores and omnivores dinosaurs and animals</p> <ul style="list-style-type: none"> • Identify and name - carnivores, herbivores and omnivores in dinosaurs and other animals including humans • Describe and compare the structure of dinosaurs – look at fossils and dinosaur bones – Maidstone Museum visit. Compare with the bones of pets <p>Science Week.</p>	<p style="text-align: center;">Computing Purple Mash</p> <ul style="list-style-type: none"> • Children will begin to explore animated stories • Children will create basic animations online • Children will learn about internet safety
<p style="text-align: center;">Maths <u>Place Value (Within 50)</u> <i>Counting from 20 to 50, Understanding 20, 30, 40 and 50. Counting by making groups of tens. Groups of tens and ones. Partition into tens and ones. Using the number line to 50. Estimating on a number line to 50. Finding one more or one less than a number within 50.</i></p> <p style="text-align: center;"><u>Length and Height</u> <i>Comparing lengths and heights. Measuring length using objects. Measuring length in centre meters.</i></p> <p style="text-align: center;"><u>Mass and Volume</u> <i>Heavier and lighter. Measuring mass. Comparing mass. Full and empty. Comparing volume. Measuring capacity. Comparing capacity.</i></p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Term 4</p> <p style="text-align: center;">How do we know about dinosaurs?</p> <p style="text-align: center;">Inspirational Figures History- Mary Anning Geography- David Attenborough RE- The Prophet Mohammad St David and St Patrick</p>	<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> • BEAM assessments <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Physical: actions, dynamics, space, relationships. • Social: respect, work safely, collaboration, communication. • Emotional: empathy, confidence, acceptance, determination, kindness. • Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall. <p style="text-align: center;">Net and Wall Games</p> <ul style="list-style-type: none"> • Physical: throw, catch and hit a ball, track a ball. • Social: support others, work safely, communication, co-operation. • Emotional: perseverance, independence, determination. • Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making.
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will draw from observation (fossils) • Children will practise sketching and rubbings using different mediums (pastels, crayons, charcoal etc.) • Sculpting clay ammonites 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Children will understand the expectations of behaviour • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Learn about significant dates and festivals such as Mother's Day, Lent and Easter • Intra-house competition for a sporting challenge • Debating and voting on natural/polished fossils (ART) 	<p style="text-align: center;">History</p> <p>How Do We Know Dinosaurs Existed?</p> <ul style="list-style-type: none"> • Develop a deeper understanding about change, growth, decay – how fossils are formed • Use sources of information – Maidstone Museum talk, research in books, leaflets, posters • Be curious about people – Mary Anning's life story • Chronological understanding – add dinosaurs to existing timeline • Patterns and change – dinosaurs, vs animals today
<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • Windmills 	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 3 and 4)</p> <ul style="list-style-type: none"> • Module 2 Created to Love Others, Unit 2: Personal Relationships. • Module 2 Created to Love Others, Unit 3: Keeping Safe. • Module 3 Created to Love Others, Unit 1: Religious Understanding. • Module 3 Created to Love Others, Unit 2: Living in the Wider World.. 	<p style="text-align: center;">RE Following Jesus</p> <ul style="list-style-type: none"> • Hear how Jesus chose some of his first disciples. • Know how Jesus taught his disciples to pray. • Hear the story of the Good Samaritan. • Hear the story of Jesus and his followers going into Jerusalem. • Know that Jesus died on Good Friday but that this is not the end of the story.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Identify and name a dinosaur • Say 'my name is..' in French • Count 1 – 10 in French • Identify and name some colours • Identify and name some different habitats • Listen to a story in French 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • <u>Kapow scheme unit-Under the Sea. SingUp. Music Express.</u> • Singing songs with control and using the voice effectively – dinosaur songs, various • Listening and responding – music history, mindfulness and listening to various music of different genres, what are theme tunes for? • Exploring sounds – pitch, animal voices • Playing instruments – accompaniment to various songs, investigating pitch • Composition – composing dinosaur music for a new theme tune 	<p style="text-align: center;">Geography</p> <p>Habitats</p> <ul style="list-style-type: none"> • Human and physical geography – make dinosaur habitats – describe mountains, desserts, rivers, swamps, coast, sea, forest, jungle • Place knowledge – what would it be like to live in these places?

<p style="text-align: center;">English <u>Core Texts:</u> Handa's Surprise by Eileen Brown Grace and Family by Mary Hoffman African non-fiction texts</p> <ul style="list-style-type: none"> • Writing to entertain- retell Handa's story focus description • Writing to inform- About My Family- non-fiction report focus joining sentences using 'and' • Writing to inform- postcard recount from Africa focus sequences using adverbs 	<p style="text-align: center;">Science</p> <p>Seasonal changes Summer</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – summer walk part 1. • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment <p>Animals</p> <ul style="list-style-type: none"> • Animals including humans – identify and classify animals, fish, reptiles, mammals, amphibians – linked to African animals and compare with UK • Revise carnivores, herbivores and omnivores – use knowledge from term 4 to investigate African/UK animals • Describe and compare the structure of common animals – look at structure of animals in Africa/UK and compare with humans and other animals. Link to dinosaurs from term 4 	<p style="text-align: center;">Computing Purple Mash</p> <p>Coding</p> <ul style="list-style-type: none"> • Children to explain what coding means. • Children to know that for the computer to make something happen, it needs to follow clear instructions • Children to explain what a block of code is • Children to read through combined blocks of code • Children to use the drop-down menu to change backgrounds and characters • Children to design a simple program and then create the program using 2Code • Children to can program a character to move given a variety of input events
<p style="text-align: center;">Maths <u>Multiplication and Division</u> <i>Counting in 2's. Counting in 10's. Counting in 5's. Recognising equal groups. Adding equal groups. Making arrays. Making doubles. Making equal groups by grouping. Making equal groups by sharing.</i> <u>Fractions</u> <i>Recognising a half of an object or shape. Finding half of an object or shape. Recognising half of a quantity. Finding half of a quantity. Recognising a quarter of an object or a shape. Finding a quarter of an object or shape. Finding a quarter of a quantity.</i> <u>Position and Direction</u> <i>Describing turns. Describing position using left and right. Describing position using forwards and backwards. Describing position using above and below. Ordinal numbers.</i></p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Term 5</p> <p style="text-align: center;">Where in the world is Africa?</p> <p style="text-align: center;">Inspirational figures DT- Alan Donovan (African Jewellery) Art- Paul Cezanne St George</p>	<p style="text-align: center;">PE Yoga</p> <ul style="list-style-type: none"> • Physical: balance, strength, flexibility, co-ordination. • Social: move safely, listen to others, collaborate. • Emotional: concentration, focus, identify feelings. • Thinking: observation, copy and repeat, recognize, create, select and apply. <p style="text-align: center;">Striking and Fielding</p> <ul style="list-style-type: none"> • Physical: underarm throw, overarm throw, catch, track, bat. • Social: communication, collaboration, support and encourage others, kindness. • Emotional: manage emotions, honesty, perseverance. • Thinking: comprehension, use tactics, select and apply, decision making.
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children will look at the artwork of Paul Cezanne and draw fruit from observation looking at shape and texture • Children will research designers - Alan Donovan – African necklaces • Children to create a range of marks with a paintbrush as well as a variety of other tools such as: fingers, car, twigs etc.- African silhouettes 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Children will understand the expectations of behaviour • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Learn about significant dates and festivals such as Mother's Day, Lent and Easter • Intra-house competition for a sporting challenge • St George's Day 	<p style="text-align: center;">History</p> <p>How is Africa different to the UK?</p> <ul style="list-style-type: none"> • Historical enquiry – ask and answer questions - African tribes and their way of life in comparison to UK • Find answers to simple questions about the past from sources of information, book and compute. • Be curious about people and their way of life – colours of beads and their meanings, why do they wear the necklaces, what do they mean? Traditions
<p style="text-align: center;">Design Technology</p>	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 5 and 6)</p> <ul style="list-style-type: none"> • Module 3 Created to Love Others, Unit 1: Religious Understanding. • Module 3 Created to Love Others, Unit 2: Living in the Wider World. 	<p style="text-align: center;">RE The Resurrection</p> <ul style="list-style-type: none"> ▪ Know that we celebrate the resurrection of Jesus at Easter. ▪ Know that Jesus rose from the dead on the first Easter Sunday. ▪ Know that Jesus appeared to the disciples in the Upper Room ▪ Know that Jesus helped the disciples to understand that he was truly alive. ▪ Know that Thomas did not believe that Jesus was alive. ▪ Know that Jesus returned to heaven after forty days.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Listen and understand a simple story • Listen to and respond to demands • Practise performing a simple sequence of activities • Listen, understand and join in a rhyme about sunshine • Practise performing a rhyme • Create your own action rhyme 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow music scheme unit Animals. SingUp. Music Express • Singing songs with control and using the voice effectively – African songs, various • Listening and responding – music history, mindfulness and listening to various music of different genres – African culture, rhythm and dancing • Play instruments – Liz Fisher visits to teach drumming – African djembe drums • Explore sounds – drums and sticks, rhythm and steady beats, listening to and copying African rhythm patterns • Compose – create African music, choose appropriate instruments, improvisation 	<p style="text-align: center;">Geography</p> <p>Seasonal changes Summer</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons • Observe and record the weather at different times of the year • Express opinions about the seasons and relate the changes to differences in clothing and activities etc. <p>Africa</p> <ul style="list-style-type: none"> • Place Knowledge – locate Africa on a globe/map • Study – pictures/videos of The Gambia – links to Grace and family – compare with Chatham/UK. Drawings, labels • Verbalise and write similarities and differences between the Gambia and Chatham

<p style="text-align: center;">English <u>Core Texts:</u></p> <p style="text-align: center;">Night Pirates by Pete Harris and Deborah Allwright The Treasure of Pirate Frank by Mal Peet and Elspeth Graham</p> <ul style="list-style-type: none"> • Writing to entertain- retelling the story Night Pirates focus suspense • Writing to inform- How to be a pirate • Trip to Chatham Dockyard- recount for Presentation Books 	<p style="text-align: center;">Science</p> <p>Seasonal changes Summer</p> <ul style="list-style-type: none"> • Observe changes across the four seasons – summer walk part 2 • Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class 	<p style="text-align: center;">Computing Purple Mash</p> <p>Maze Explorers</p> <ul style="list-style-type: none"> • Children to know how to use the direction keys in 2Go to move forwards, backwards, left and right • Children to know how to undo their last move • Children can use diagonal direction keys to move the characters in the right direction • Children to know how to create a simple algorithm • Children to know how to debug their algorithm • Children can use the additional direction keys to create a new algorithm
<p style="text-align: center;">Maths <u>Place Value (within 100)</u></p> <p><i>Counting from 50 to 100. Knowing 10's to 100. Partitioning into tens and ones. Using the number line to 100. Finding one more or one less. Comparing numbers with the same number of tens. Comparing any two numbers.</i></p> <p style="text-align: center;"><u>Money</u></p> <p><i>Unitising. Recognising coins. Recognising notes. Counting in coins.</i></p> <p style="text-align: center;"><u>Time</u></p> <p><i>Before and after. Days of the week. Moths of the year. Hours, minutes and seconds. Telling the time to the hour. Telling the time to half an hour.</i></p>	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Term 6</p> <p style="text-align: center;">Is a pirate's life for me?</p> <p style="text-align: center;">Inspirational Figures</p> <p style="text-align: center;">Black Beard and Ann Bonny- Pirates Myths and Legends Music- Camille Saint- Saens Art/MFL - Henri Matisse</p>	<p style="text-align: center;">PE Team Building</p> <ul style="list-style-type: none"> • Physical: run, jump, hit, balance, co-ordination. • Social: trust, communication, inclusion. • Emotional: determination, confidence. • Thinking: identify, comprehension, reflection, planning. <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Physical: run, balance, agility, co-ordination, hop, jump, leap, throw • Social: work safely, collaboration • Emotional: perseverance, independence, honesty, determination. • Thinking: reflection, comprehension, select and apply skills
<p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Children to become aware of photography as an art form • Children to collect photographs for a theme (at home?) • Children to become aware that there are famous or specialist photographers • Children make a collage/scrap book page of their collected photos 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Children will understand the expectations of behaviour • Children will weekly participate in democratic vote for their favourite books • Children will understand key e-safety rules within computing lessons • Learn about significant dates such as Father's Day • Intra-house competition for a sporting challenge • Children will vote for which World Gifts to be bought using money raised 	<p style="text-align: center;">History Are Pirates Real?</p> <p>Blackbeard and Ann Bonny – pirate myths and legends</p> <ul style="list-style-type: none"> • Chronological understanding – recognise that a story read may have happened a long time ago • Know and recount stories from the past – pirate legends • Be curious about people and show an interest in their stories – Blackbeard and Ann Bonny • Ask questions about why things happened – press ganging, pirates vs the navy, treasure hunting <p>Trip to Chatham Dockyard – history of rope making and shipbuilding</p>
<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • Textile puppets 	<p style="text-align: center;">PSHE</p> <p>TenTen (across Term 5 and 6)</p> <ul style="list-style-type: none"> • Module 3 Created to Love Others, Unit 1: Religious Understanding. • Module 3 Created to Love Others, Unit 2: Living in the Wider World. 	<p style="text-align: center;">RE Miracles</p> <ul style="list-style-type: none"> ▪ Know that Jesus showed his great power when he calmed the wind and the waves. ▪ Know that compassion motivates many people to act for the good of others. ▪ Know that Jesus showed his love for sick people when he cured a man who was paralysed. ▪ Know that Jesus responded to the faith of the blind man with compassion. ▪ Hear how Jesus performed his first miracle at the request of his Mother.
<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Join in with games about the parts of the body • Join in with the words and actions of a rhyme • Understand numbers 1 -10 • Understand 3 colours • Recognise and respond to colours and numbers • Recall body parts and ingredients to make a healthy biscuit <p>Bastille Day</p>	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> • Kapow music scheme unit By the Sea. SingUp. Music Express • Singing songs with control and using the voice effectively – sea shanties • Listening and responding – music history, mindfulness and listening to various music of different genres – Pirates of the Caribbean and Theme tune to Blue Peter. Discuss theme tunes, link to Jurassic Park • Playing instruments – accompaniment to Rippling Rhythms, and sea shanty songs • Composing – compose music for calm waters and sea storms <p>World Music Day</p>	<p style="text-align: center;">Geography</p> <p>Sailing round the world</p> <ul style="list-style-type: none"> • Locational knowledge – locate the 7 continents, use globes/maps • Explore world maps – ask for postcards to be sent in to school and pinpoint on a world map where they are from • Aerial maps and floor plans- birds eye view <p>Trip to Chatham Dockyard – ship and rope makers</p>