

<p style="text-align: center;"><b><u>English</u></b> Core Texts: Goldilocks and the Three Bears The Gingerbread Man</p> <ul style="list-style-type: none"> <li>Writing to inform- wanted poster</li> <li>Writing to entertain- narrative retell fairy tale</li> <li>Writing to inform- instructions on how to catch a Gingerbread Man- sequences and sentences</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons – autumn walk part 1</li> <li>Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class</li> <li>Measure the temperature during seasonal walks</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment</li> <li>Plant spring flowering bulbs- see Term 3</li> </ul> <p><b><u>Exploring the 5 senses. Parts of the body.</u></b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <ul style="list-style-type: none"> <li>Children will learn the importance of online safety</li> <li>Children will learn how to log into Purple Mash</li> <li>Children will learn how to save things into their profiles on Purple Mash</li> <li>Children will explore pictograms</li> </ul>
<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>Counting – begin to count accurately to 20 backwards and forwards.</li> <li>Place value – number representations, using tens frames, Numicon and various other manipulatives</li> <li>One more, one less – identify one more and one less from a given number.</li> <li>Comparing objects and numbers – greater than and less than.</li> <li>Ordering – read, write and identify numbers to 100</li> <li>Learning to use a number line – addition and subtraction</li> <li>Addition and subtraction - number bonds to 10, add 1-digit numbers, solve one step problems using concrete and pictorial representations and missing numbers, part whole numbers, number families</li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;"><b><u>Term 1</u></b></p>	<p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>BEAM assessments</li> </ul> <p style="text-align: center;"><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>Children will learn balancing techniques in relation to different animals</li> <li>Children will learn to make their bodies move in different ways, for example small and large shapes</li> <li>Children will learn to travel in different ways</li> </ul> <p style="text-align: center;"><b><u>Catching and throwing</u></b></p> <ul style="list-style-type: none"> <li>Children will learn how to catch a ball of different sizes</li> <li>Children to learn how to control a ball</li> <li>Children will learn how to throw a ball safely and with emerging accuracy</li> </ul> <p><b><u>Intra-House competition</u></b></p>
	<p style="text-align: center;"><b><u>Inspirational Figures</u></b> Art- Lauren Child DT- Jamie Oliver Black History Month – Laurie Cunningham History- Queen Elizabeth II / King Charles III</p>	
<p style="text-align: center;"><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>Children will explore the artist Frida Khalo.</li> <li>Children will learn basic drawing techniques including sketching and shading</li> <li>Children will look at different colours and begin to understand mixing of colours</li> <li>Children will create portraits using art materials and natural materials</li> </ul>	<p style="text-align: center;"><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>Children will partake in creating their own class rules and develop understanding of the existing Golden Rules</li> <li>Children will understand the expectations of behaviour</li> <li>Children will participate in a democratic vote for the roles of: school council representatives, eco warrior and class Beacon</li> <li>Children will weekly participate in democratic vote for their favourite books</li> <li>Children will understand key e-safety rules within computing lessons</li> <li>Learn about festivals such as Harvest</li> <li>Intra-house competition for a sporting challenge</li> <li>Celebrating Black History Month during October</li> </ul>	<p style="text-align: center;"><b><u>History</u></b> <b><u>Toys</u></b></p> <ul style="list-style-type: none"> <li>Childhood memories- using vocabulary old, new and ‘a long time ago’</li> <li>Recognise the difference between the past and the present</li> <li>Children will explore toys from different generations and compare them to their toys today.</li> <li>They will consider how and why they have changed over time.</li> </ul>
	<p style="text-align: center;"><b><u>PSHE</u></b> <b><u>What makes us special?</u></b></p> <ul style="list-style-type: none"> <li>Children will learn to recognise what makes them special</li> <li>Children to recognise the ways in which we are all unique</li> <li>Children to identify what they are good at, what they like and dislike</li> <li>Children will learn how to manage when finding things difficult</li> <li>World Mental Health Day activities</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>Creation and Covenant</u></b></p> <ul style="list-style-type: none"> <li>To know how the world was created.</li> <li>To know that God created everything.</li> <li>To explore all the wonderful things in our world.</li> <li>To understand how important prayer is.</li> <li>To know the Our Father.</li> <li>To know about Pope Francis and his special message.</li> <li>To know how to care for our world.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Kapow Unit 1 All about me – pulse and rhythm</li> <li>Singing songs with control and using the voice effectively – songs about the body, various – using SingUp and Kapow</li> <li>Listening and responding – music history, mindfulness and listening to various music of different genres, listening to sound effects</li> <li>Exploring Sounds – vocal and body percussion, steady beat</li> <li>Using symbol and notation – vocal sound patterns</li> <li>Play untuned instruments – following a steady beat, accompaniment to songs</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Seasonal changes Autumn</u></b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons</li> <li>Observe and record the weather at different times of the year (see also science)</li> <li>Express opinions about the seasons and relate the changes to differences in clothing and activities etc.</li> </ul>

<p style="text-align: center;"><b><u>English</u></b> <b><u>Core Texts:</u></b></p> <p style="text-align: center;">Cinderella by Jane Ray Prince Cinders by Babette Cole</p> <ul style="list-style-type: none"> <li>• Writing to inform – a diary entry by Cinderella.</li> <li>• Writing to entertain- character description of Prince Cinders.</li> <li>• Writing to entertain- retelling the story dialogue</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons – autumn walk part 2.</li> <li>• Observe and describe weather associated with the seasons and how day length varies – daily/weekly, discussions in class</li> <li>• Measure the temperature during seasonal walks</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, wood, plastic, glass etc.</li> <li>• Describe the simple physical properties of everyday materials</li> <li>• Compare and sort the recycling materials and understand why we need to recycle – recycling talk from Veolia recycling plant</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn the importance of online safety</li> <li>• Children will learn how to use basic spreadsheets</li> <li>• Children will begin to understand how to use technology purposefully by creating videos and creating information leaflets.</li> </ul>
<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Investigating 10 – represent and use number bonds to 10</li> <li>• Addition – read, write and interpret maths symbols; add 1-digit numbers to 10 including zero; solve one step problems that use concrete objects and pictorial representations and missing number problems</li> <li>• Subtraction - read, write and interpret maths symbols; subtract numbers including zero; solve one step problems that use concrete objects and pictorial representations and missing number problems</li> <li>• 2D/3D shape – recognize and name common 2D/3D shapes.</li> <li>• Repeated patterns - linked to shape</li> <li>• Place value within 20 – identify and represent numbers using objects and pictorial representations Tens and Ones</li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;"><b><u>Term 2</u></b></p>	<p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• BEAM assessments</li> </ul> <p style="text-align: center;"><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Children will use low apparatus to learn how to jump safely and travel in different ways</li> </ul> <p style="text-align: center;"><b><u>Football</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn basic ball techniques. These will include controlling a ball when stopping with your foot, which part of foot to use in order to kick a ball, how to pass a ball with control and agility skills</li> </ul> <p style="text-align: center;"><b><u>Intra-House competition</u></b></p>
	<p style="text-align: center;"><b><u>Inspirational Figures</u></b></p> <p style="text-align: center;">DT- Jamie Oliver Art- L S Lowry Captain Tom (Remembrance Sunday) St Andrew</p>	
	<p style="text-align: center;"><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>• Children will understand the expectations of behaviour</li> <li>• Children will weekly participate in democratic vote for their favourite books</li> <li>• Children will understand key e-safety rules within computing lessons</li> <li>• Learn about significant dates and festivals such as Remembrance and Christmas.</li> <li>• Intra-house competition for a sporting challenge</li> <li>• Learn about other Faiths (Judaism).</li> <li>• St Andrew's Day</li> </ul>	<p style="text-align: center;"><b><u>History</u></b> <b><u>Guy Fawkes Night and Remembrance Sunday.</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that a story may have happened a long time ago</li> <li>• Distinguish between fact and fiction through historical stories</li> <li>• Find answers to simple questions about the past from sources of information</li> <li>• Be curious about people and show interest in stories</li> <li>• Know that information can be retrieved from books and computers</li> <li>• Ask questions about why things happened and give answers</li> </ul>
<p style="text-align: center;"><b><u>Design Technology</u></b> <b><u>Smoothies</u></b></p> <ul style="list-style-type: none"> <li>• Children will explore where fruit and vegetables come from and where they are grown.</li> <li>• They will consider what fruits and vegetables are in season.</li> <li>• Children will learn how to peel, chop fruits and vegetables.</li> <li>• They will choose fruits and vegetables to make their own smoothie.</li> <li>• Children will be able to evaluate their smoothie and consider improvements for next time.</li> </ul>	<p style="text-align: center;"><b><u>PSHE</u></b> <b><u>How do we decide how to behave?</u></b></p> <ul style="list-style-type: none"> <li>• Children to learn about what kind and unkind behaviour is, and how this can affect others</li> <li>• Children to learn about how to treat themselves and others with respect; how to be polite and courteous</li> <li>• Children will learn to recognise the ways in which they are the same and different to others</li> <li>• Children will learn how to listen to other people and play and work cooperatively</li> <li>• Children will learn how to talk about and share their opinions on things that matter to them</li> <li>• Children will learn about what is kind and unkind behaviour, and how this can affect others</li> <li>• Children will learn to recognise the ways in which they are the same and different to others</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>Prophecy and Promise</u></b></p> <ul style="list-style-type: none"> <li>• To know that the Bible is a special book and is how we know about God and Jesus.</li> <li>• To know that Mary was visited by an Angel and chosen by God.</li> <li>• To know that Mary visited her cousin Elizabeth to share the good news.</li> <li>• To know that Mary has her own special prayer.</li> <li>• To understand why Mary was chosen.</li> <li>• To know the story of the Birth of Jesus and reflect on what it means to us.</li> <li>• To know that the Shepherds visited Jesus.</li> <li>• To know the nativity story from the Annunciation to the Shepherds.</li> <li>• To understand how Christmas is celebrated and think about how we can prepare for Jesus.</li> </ul>
	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Kapow unit 2 Fairy tales. Sing Up. Music Express</li> <li>• Singing songs with control and using the voice effectively – Christmas</li> <li>• Listening and responding – music history, mindfulness and listening to various music of different genres, listening to steady beats with different tempos</li> <li>• Using symbol and notation – using road signs as symbols to compose vocal sounds</li> <li>• Composition – exploring vocal sounds and following a graphic score they have written</li> <li>• Play instruments – keeping a steady beat and following the tempo</li> <li>• Rehearsing and performing – Christmas production</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b> <b><u>Investigate the UK. Investigate Kent/Chatham. Investigate the local area (school, church, street)</u></b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocab to refer to key physical features – look for coast, mountains, forest, mountains, rivers, on a map of the UK</li> <li>• Use basic geographical vocab to refer to key human features – city, town, village, factory, farm, homes, shops, on a map of Kent/Chatham</li> <li>• 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</li> <li>• Learn about road safety- local walk taking note of features such as road signs and road crossings</li> </ul>

<p style="text-align: center;"><b><u>English</u></b> <b><u>Core Texts:</u></b> Beegu by Alexis Deacon Billy and the Beasts by Nadia Shireen</p> <ul style="list-style-type: none"> <li>• Writing to persuade – letter to the teacher to persuade her that Beegu should stay.</li> <li>• Writing to entertain- retelling of the story of Billy and the Beasts.</li> <li>• Writing to inform- recipe based on Billy and the Beasts.</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Seasonal changes Spring</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons – spring walk part 1</li> <li>• Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class</li> <li>• Measure the temperature during seasonal walks</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment</li> </ul> <p><b><u>Planting seeds/bulbs</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <ul style="list-style-type: none"> <li>• Children will group and sort objects beginning with shapes and moving onto using the computer</li> <li>• Children will explore Lego builder</li> </ul>
<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Consolidation of skills learnt so far</li> <li>• Addition and Subtraction - read, write and interpret maths symbols; add 1 digit and 2 digit numbers to 20 including zero</li> <li>• Word problems – add and subtract - solve one-step problems that use concrete objects and pictorial representations and missing number problems</li> <li>• Place value within 50</li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;"><b><u>Term 3</u></b></p>	<p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• BEAM assessments</li> </ul> <p style="text-align: center;"><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn different ways in which they can move their bodies</li> <li>• Children will explore three-part movement sequences</li> <li>• Children will deliver short dances to each other</li> </ul> <p style="text-align: center;"><b><u>Agility</u></b></p> <ul style="list-style-type: none"> <li>• Children will run at different speeds</li> <li>• Children will jump accurately from a standing position</li> <li>• Children will move in different directions whilst running</li> </ul> <p style="text-align: center;"><b><u>Intra-House competition</u></b></p>
	<p style="text-align: center;"><b><u>Inspirational Figures</u></b> Art- Vincent Van Gogh Science- Neil Armstrong Music- Gustav Holst DT- the Mars Rover team</p>	
<p style="text-align: center;"><b><u>Art</u></b> <b><u>Painting – Piet Mondrian and Wassily Kandinsky</u></b></p> <ul style="list-style-type: none"> <li>• To know the primary colours.</li> <li>• Children will can create an artwork inspired by Mondrian using the primary colours.</li> <li>• Children will know the secondary colours.</li> <li>• To know how to make colours lighter and darker using black and white paint.</li> <li>• Children will create a final piece inspired by Kandinsky using Primary and Secondary colours.</li> <li>• They will evaluate my final piece and view my peers work in a classroom gallery.</li> </ul>	<p style="text-align: center;"><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>• Children will understand the expectations of behaviour</li> <li>• Children will weekly participate in democratic vote for their favourite books</li> <li>• Children will understand key e-safety rules within computing lessons</li> <li>• Safer Internet Day</li> <li>• Learn about significant dates and festivals such as New Year</li> <li>• Intra-house competition for a sporting challenge</li> <li>• Children's Mental Health Week activities</li> <li>• St David's Day</li> <li>• St Patrick's Day</li> </ul>	<p style="text-align: center;"><b><u>History</u></b> <b><u>Neil Armstrong and the 1969 Moon landings</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the memories of adults – invite someone to talk to the children about their memories of this event</li> <li>• Find answers to simple questions about the past – research about the moon, rockets and moon buggies</li> <li>• Chronological understanding – visual timeline of when the children were born and events they know about, compared with when the moon landings took place</li> <li>• Knowledge and understanding of people – Neil Armstrong, the first man on the moon, why is this important in our history?</li> </ul>
	<p style="text-align: center;"><b><u>PSHE</u></b> <b><u>How do we keep safe?</u></b></p> <ul style="list-style-type: none"> <li>• Children to learn about knowing there are situations when they should ask for permission and when their permission should be sought</li> <li>• Children to learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>• Children to learn about online safety</li> <li>• Children to learn about whom to talk to if they feel unsafe</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>Galilee to Jerusalem</u></b></p> <ul style="list-style-type: none"> <li>• To know the story of the presentation in the temple and to know who Simeon and Anna were.</li> <li>• To know that Jesus is the light of the World and understand who He was.</li> <li>• To know what Jesus' life was like in Nazareth and His mission.</li> <li>• To know that Jesus called the fishermen and think about how we can carry on His mission.</li> <li>• To explore Bible stories where Jesus meets different people.</li> <li>• To know what happens at Candlemas.</li> </ul>
	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Kapow scheme unit Superheroes. SingUp. Music Express</li> <li>• Singing songs with control and using the voice effectively – space songs</li> <li>• 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</li> <li>• Composition – rhythm composition linked to space, make up lyrics</li> <li>• Playing instruments – accompany the space songs they have composed</li> <li>• Exploring sounds – how can we make music that sounds like space?</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Seasonal changes Spring</u></b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons</li> <li>• Observe and record the weather at different times of the year</li> <li>• Express opinions about the seasons and relate the changes to differences in clothing and activities etc.</li> </ul>

<p><b><u>English</u></b> <b><u>Core Texts:</u></b> The Lonely Beast by Christ Judge Dinosaurs and all that rubbish by Michael Foreman Literacy Shed +Dinosaurs</p> <ul style="list-style-type: none"> <li>• Writing to inform- non-fiction about a dinosaur focus range of punctuation</li> <li>• Writing to entertain- narrative retelling of The Lonely Beast focus characterisation</li> <li>• Writing to entertain- poetry rhyming words</li> </ul> <p><b>World Book Day</b></p>	<p><b><u>Science</u></b> <b><u>Seasonal changes Spring</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons – spring walk part 2</li> <li>• Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class</li> </ul> <p><b><u>Carnivores, herbivores and omnivores dinosaurs and animals</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name - carnivores, herbivores and omnivores in dinosaurs and other animals including humans</li> <li>• Describe and compare the structure of dinosaurs – look at fossils and dinosaur bones – Maidstone Museum visit. Compare with the bones of pets</li> </ul> <p><b>Science Week.</b></p>	<p><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <ul style="list-style-type: none"> <li>• Children will begin to explore animated stories</li> <li>• Children will create basic animations online</li> <li>• Children will learn about internet safety</li> </ul>
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Place value within 50.</li> <li>• Measurement – length and height</li> <li>• Measurement – weight and volume</li> <li>• Consolidation of skills learnt so far</li> </ul>	<p><b><u>Year 1</u></b>  <b>Term 4</b></p>	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• BEAM assessments</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Children will learn and copy basic movements of the body.</li> <li>• Children will learn simple dance routines.</li> <li>• Children can choose actions and link them to sounds.</li> <li>• Children can safely perform warm up activities.</li> </ul> <p><b><u>Bat and ball games</u></b></p> <ul style="list-style-type: none"> <li>• Children can take part in sending and receiving a ball.</li> <li>• Children can control a ball.</li> <li>• Children will learn about the effects of exercise on their bodies</li> </ul> <p><b>Intra-House competition</b></p>
	<p><b><u>Inspirational Figures</u></b> History- Mary Anning Geography- David Attenborough RE- The Prophet Mohammad St David and St Patrick</p>	
	<p><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>• Children will understand the expectations of behaviour</li> <li>• Children will weekly participate in democratic vote for their favourite books</li> <li>• Children will understand key e-safety rules within computing lessons</li> <li>• Learn about significant dates and festivals such as Mother's Day, Lent and Easter</li> <li>• Intra-house competition for a sporting challenge</li> <li>• Debating and voting on natural/polished fossils (ART)</li> </ul>	<p><b><u>History</u></b> <b><u>Mary Anning and her fossils and dinosaurs.</u></b></p> <ul style="list-style-type: none"> <li>• Develop a deeper understanding about change, growth, decay – how fossils are formed</li> <li>• Use sources of information – Maidstone Museum talk, research in books, leaflets, posters</li> <li>• Be curious about people – Mary Anning's life story</li> <li>• Chronological understanding – add dinosaurs to existing timeline</li> <li>• Patterns and change – dinosaurs, vs animals today</li> </ul>
<p><b><u>Design Technology</u></b> <b><u>Structures Windmills</u></b></p> <ul style="list-style-type: none"> <li>• Children will explore different structures and experiment with their own structures.</li> <li>• Children will design, make and evaluate windmills</li> </ul>	<p><b><u>PSHE</u></b> <b><u>How do we keep safe?</u></b></p> <ul style="list-style-type: none"> <li>• Children to learn about knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>• Children to learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>• Children to learn about online safety</li> <li>• Children to learn about who to talk to if they feel unsafe</li> </ul>	<p><b><u>RE</u></b> <b><u>Desert to Garden</u></b></p> <ul style="list-style-type: none"> <li>• To know all about Ash Wednesday.</li> <li>• To know that Jesus spent 40 days and 40 nights in the desert.</li> <li>• To know the story of the Widow's mite.</li> <li>• To understand how Christians celebrate Lent.</li> <li>• To know the story from Jesus entering Jerusalem up to His resurrection.</li> <li>• To know how Holy Week is celebrated around the world.</li> </ul>
	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Kapow scheme unit-Under the Sea. SingUp. Music Express.</li> <li>• Singing songs with control and using the voice effectively – dinosaur songs, various</li> <li>• Listening and responding – music history, mindfulness and listening to various music of different genres, what are theme tunes for?</li> <li>• Exploring sounds – pitch, animal voices</li> <li>• Playing instruments – accompaniment to various songs, investigating pitch</li> <li>• Composition – composing dinosaur music for a new theme tune</li> </ul>	<p><b><u>Geography</u></b></p> <p><b><u>Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Human and physical geography – make dinosaur habitats – describe mountains, desserts, rivers, swamps, coast, sea, forest, jungle</li> <li>• Place knowledge – what would it be like to live in these places?</li> </ul>

<p style="text-align: center;"><b><u>English</u></b> <b><u>Core Texts:</u></b></p> <p style="text-align: center;">Meerkat Mail by Emily Gravett One Day on Our Blue Planet in the Savannah by Ella Bailey</p> <ul style="list-style-type: none"> <li>• Writing to inform- postcard recount from Africa focus sequences using adverbs</li> <li>• Writing to entertain- retell of the story.</li> <li>• Writing to inform – Non-chronological report on Lions.</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Seasonal changes Summer</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons – summer walk part 1.</li> <li>• Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, through pictures and looking at local environment</li> </ul> <p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>• Animals including humans – identify and classify animals, fish, reptiles, mammals, amphibians – linked to African animals and compare with UK</li> <li>• Revise carnivores, herbivores and omnivores – use knowledge from term 4 to investigate African/UK animals</li> <li>• 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</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <p><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• Children to explain what coding means.</li> <li>• Children to know that for the computer to make something happen, it needs to follow clear instructions</li> <li>• Children to explain what a block of code is</li> <li>• Children to read through combined blocks of code</li> <li>• Children to use the drop-down menu to change backgrounds and characters</li> <li>• Children to design a simple program and then create the program using 2Code</li> <li>• Children to can program a character to move given a variety of input events</li> </ul>
<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Number – multiplication and division. Counting in 2s, 5s, and 10s, making equal groups, doubling, and arrays</li> <li>• Number – fractions. Making and finding halves and quarters</li> <li>• </li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;"><b><u>Term 5</u></b></p>	<p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• BEAM assessments</li> </ul> <p><b><u>Agility</u></b></p> <ul style="list-style-type: none"> <li>• Children to run at different speeds</li> <li>• Children to jump from a standing position</li> <li>• Children to throw an object from one hand</li> <li>• Children to recognise how exercise can change your body (short term and long term)</li> </ul> <p><b><u>Intra-House competition</u></b></p>
	<p style="text-align: center;"><b><u>Inspirational figures</u></b></p> <p style="text-align: center;">DT- Alan Donovan (African Jewellery) Art- Paul Cezanne St George</p>	
<p style="text-align: center;"><b><u>Art</u></b> <b><u>Clay - The Green Man of Kent</u></b></p> <ul style="list-style-type: none"> <li>• Children will explore tones of colour.</li> <li>• Children will make textures in clay using a range of tools.</li> <li>• Children will explore natural objects and how these can be used to imprint on the clay.</li> </ul>	<p style="text-align: center;"><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>• Children will understand the expectations of behaviour</li> <li>• Children will weekly participate in democratic vote for their favourite books</li> <li>• Children will understand key e-safety rules within computing lessons</li> <li>• Learn about significant dates and festivals such as Mother's Day, Lent and Easter</li> <li>• Intra-house competition for a sporting challenge</li> <li>• St George's Day</li> </ul>	<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>African tribes, cultures and traditions</u></b></p> <ul style="list-style-type: none"> <li>• Historical enquiry – ask and answer questions - African tribes and their way of life in comparison to UK</li> <li>• Find answers to simple questions about the past from sources of information, book and compute.</li> <li>• 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</li> </ul>
	<p style="text-align: center;"><b><u>PSHE</u></b> <b><u>What can we do with money?</u></b></p> <ul style="list-style-type: none"> <li>• Children to realise where money comes from and what it is used for</li> <li>• Children to understand spending and saving money</li> <li>• Children to appreciate how to keep money safe</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>To the ends of the Earth</u></b></p> <ul style="list-style-type: none"> <li>• Children will hear about the events that flow for the resurrection and Ascension of Jesus, the actions of the Apostles and the establishment of the early Church.</li> <li>• They will make links between the liturgy, sacraments and the structure of the Catholic Church today and its foundations in the world of the Apostles.</li> </ul>
	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Kapow music scheme unit Animals. SingUp. Music Express</li> <li>• Singing songs with control and using the voice effectively – African songs, various</li> <li>• Listening and responding – music history, mindfulness and listening to various music of different genres – African culture, rhythm and dancing</li> <li>• Play instruments – Liz Fisher visits to teach drumming – African djembe drums</li> <li>• Explore sounds – drums and sticks, rhythm and steady beats, listening to and copying African rhythm patterns</li> <li>• Compose – create African music, choose appropriate instruments, improvisation</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Seasonal changes Summer</u></b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK. Ask questions about the weather and seasons</li> <li>• Observe and record the weather at different times of the year</li> <li>• Express opinions about the seasons and relate the changes to differences in clothing and activities etc.</li> </ul> <p><b><u>Africa</u></b></p> <ul style="list-style-type: none"> <li>• Place Knowledge – locate Africa on a globe/map</li> <li>• Study – pictures/videos of The Gambia – links to Grace and family – compare with Chatham/UK. Drawings, labels</li> <li>• Verbalise and write similarities and differences between the Gambia and Chatham</li> </ul>

<p style="text-align: center;"><b><u>English</u></b> <b><u>Core Texts:</u></b> 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"> <li>Writing to inform – Recount of the school trip.</li> <li>Writing to entertain- retelling the story Night Pirates focus suspense</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Seasonal changes Summer</u></b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons – summer walk part 2</li> <li>Observe and describe weather associated with the seasons and how day length varies – daily/weekly discussions in class</li> </ul> <p><b><u>Floating and sinking</u></b></p> <ul style="list-style-type: none"> <li>Asking questions – how can we make a pirate ship that holds treasure and doesn't sink?</li> <li>Measuring and recording – observing, performing simple tests, gathering and recording data to help answer the question</li> <li>Concluding – identify and classify materials, use observations to answer questions, evaluating</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Purple Mash</u></b></p> <p><b><u>Maze Explorers</u></b></p> <ul style="list-style-type: none"> <li>Children to know how to use the direction keys in 2Go to move forwards, backwards, left and right</li> <li>Children to know how to undo their last move</li> <li>Children can use diagonal direction keys to move the characters in the right direction</li> <li>Children to know how to create a simple algorithm</li> <li>Children to know how to debug their algorithm</li> <li>Children can use the additional direction keys to create a new algorithm</li> </ul>
<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>Place value within 100. Counting in 10s. Partitioning and ordering numbers.</li> <li>Measurement – money. Recognising coins and notes. Counting amounts.</li> <li>Measurement – Time. Hour and half hour. Time language.</li> <li>Geometry - Position and direction. Turns, positional language.</li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <p style="text-align: center;"><b><u>Term 6</u></b></p>	<p style="text-align: center;"><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>BEAM assessments</li> </ul> <p style="text-align: center;"><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>Children to stop and throw a ball with control</li> <li>Children can send a ball in the direction of another person</li> <li>Children to take part in sending and receiving</li> <li>Children can talk about exercising, safety &amp; short-term effects</li> </ul> <p><b><u>Intra-House competition</u></b></p>
	<p style="text-align: center;"><b><u>Inspirational Figures</u></b></p> <p>Black Beard and Ann Bonny- Pirates Myths and Legends Music- Camille Saint- Saens</p>	
	<p style="text-align: center;"><b><u>Fundamental British Values</u></b></p> <ul style="list-style-type: none"> <li>Children will understand the expectations of behaviour</li> <li>Children will weekly participate in democratic vote for their favourite books</li> <li>Children will understand key e-safety rules within computing lessons</li> <li>Learn about significant dates such as Father's Day</li> <li>Intra-house competition for a sporting challenge</li> <li>Children will vote for which World Gifts to be bought using money raised</li> </ul>	<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>Pirate myths and legends</u></b></p> <ul style="list-style-type: none"> <li>Chronological understanding – recognise that a story read may have happened a long time ago</li> <li>Know and recount stories from the past – pirate legends</li> </ul> <p><b><u>Trip to Chatham Dockyard – history of rope making and shipbuilding</u></b></p>
<p style="text-align: center;"><b><u>Design Technology</u></b> <b><u>Textile puppets</u></b></p> <ul style="list-style-type: none"> <li>Children will design and make their own puppet using a range of skills like cutting, sewing and gluing.</li> </ul>	<p style="text-align: center;"><b><u>PSHE</u></b> <b><u>How do we feel?</u></b></p> <ul style="list-style-type: none"> <li>Children to identify different kinds of feelings</li> <li>Children to learn simple strategies to manage feelings</li> <li>Children to recognise the feelings associated with change and loss</li> <li>Transition- how do we feel about change?</li> <li>Transition- how do we cope with change?</li> <li>Transition with new teacher</li> </ul>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>Dialogue and Encounter</u></b></p> <ul style="list-style-type: none"> <li>Children will learn about Christianity as a global religion.</li> <li>They will encounter different faiths and learn how all people can work together to promote the common good.</li> </ul>
	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Kapow music scheme unit By the Sea. SingUp. Music Express</li> <li>Singing songs with control and using the voice effectively – sea shanties</li> <li>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</li> <li>Playing instruments – accompaniment to Rippling Rhythms, and sea shanty songs</li> <li>Composing – compose music for calm waters and sea storms</li> </ul> <p><b><u>World Music Day</u></b></p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Sailing round the world</u></b></p> <ul style="list-style-type: none"> <li>Locational knowledge – locate the 7 continents, use globes/maps</li> <li>Explore world maps – ask for postcards to be sent in to school and pinpoint on a world map where they are from</li> <li>Aerial maps and floor plans- birds eye view</li> <li>Compass points – N, S, E, W – simple maps – turns and direction</li> </ul> <p><b><u>Trip to Chatham Dockyard – ship and rope makers</u></b></p>