

(in progress with changes and updates being made as we progress through the year (half termly))

Week beginning	Art and Design	PSHE & Citizenship	Design and Technology	Geography	History	ICT	Music	Physical Education	Science	Religious Education
HT1	<u>George Seurat</u>	<u>Relationships</u>	<u>Homes</u>	<u>Houses and Homes</u>	<u>Houses and Homes</u>	Existing skills assessment.	<u>Houses and Homes</u>	Games Unit 1 Ball skills – invasion focus	<u>Electricity in our environment</u>	Christianity & Islam
Houses and homes	<u>Pointillism</u>	<u>Understanding emotions</u>	Equals Scheme of work.	Houses and homes in the UK and the wider world	The meaning of History ~ life so far time lines	<u>Computer Science</u> I can follow some instructions from someone else to move around.	Goldilocks	(delivered by PE Coach)	What is electricity?	New Beginnings
	Painting Drawing Techniques	<u>Happy and sad</u>	'Three little Pigs' ~ materials	Rooms in our house ~ what is in them? What are they used for?	Caves	<u>Information Technology</u> I can recognise the ways we use technology in our classroom and school. I can use technology to collect information, including photos, video and sound.	Gonna build a house	Gym Unit L Stretching, Curling and Arching	Electrical and non-electrical items.	New beginnings in school.
	Recognising George Seurat and his work.	<u>Aspects linked to topic work</u>	Building materials	Addresses	Huts		The house that Jack built		How we use electricity.	New beginnings in church ~ Baptism
	Using various materials and media to create a pointillism effect.	SMSC	Selecting and making choices	Types of homes and their functions.	Castles		Percussion instruments		To know the purpose of a plug and a socket.	New beginnings in a Mosque
	Drawing and sketching own images to create pointillism pieces.	~Spiritual	Making patterns	Types of houses and materials used to build them.	Rich Victorians		The role of the conductor		Mains electricity comes from a power station.	Christian stories ~ Welcoming Jesus
		~Moral	Design our ideal room.	Homes around the world.	Poor Victorians		Weekly choir session		Electricity travels from the power station along cables into our homes.	Celebrations ~ Christmas
		~Cultural		Earth is made up of land and water.					To know the purpose of an electricity sub-station	Celebrations ~ Eid
		~Social		Use of maps and Google Earth		<u>Digital Literacy</u> I can use the equipment safely at school. I can agree and follow sensible school e-safety rules with support. I am careful with technology devices.			Electricity can be turned on and off by a switch.	
		<u>British Values</u>		Comparing home and school.					Drawing and labelling circuits	

<p>HT2:</p> <p>Shops and Shopping</p>	<p><u>George Seurat</u></p> <p><u>Pointillism</u></p> <p>Painting Drawing Techniques</p> <p>Recognising George Seurat and his work.</p> <p>Using various materials and media to create a pointillism effect.</p> <p>Drawing and sketching own images to create pointillism pieces.</p> <p>Christmas cards and calendars</p>	<p><u>Relationships</u></p> <p>My emotions~ happy and sad</p> <p>(How to respect equality in diversity in relationships)</p> <p>Birthdays and ages</p> <p>Likes and dislikes</p> <p>Saying positive things about ourselves</p> <p><u>Life skills / the outside world</u></p> <p>Shops, shopping, money</p> <p><u>SMSC</u></p> <p>~Spiritual</p> <p>~ Moral</p> <p>~Cultural</p> <p>~Social</p> <p><u>British Values</u></p>	<p><u>Homes</u></p> <p>Designing our ideal room</p> <p>Selecting wallpaper, flooring and furnishings</p> <p>Design boards</p> <p>Making a model of our ideal rooms using a shoe box</p> <p>Making and building models of furniture to complete our room models.</p>	<p><u>Shops and Shopping</u></p> <p>Recognising the characteristics of a;</p> <p>Shopping centre</p> <p>Market stall</p> <p>Supermarket</p> <p>Naming items that we can buy from shops</p> <p>Understanding the ways that we can pay for items</p>	<p><u>Shops and shopping</u> through the ages.</p> <p>Recognising shops.</p> <p>Tudor market stalls.</p> <p>Tudor tradesmen</p> <p>Victorian foods</p> <p>Exchanging goods for goods~ role play</p> <p>Past and present shop items.</p> <p>Victorian Christmas crafts.</p>	<p>Existing skills assessment.</p> <p><u>Computer Science</u> I can follow some instructions from someone else to move around.</p> <p><u>Information Technology</u> I can recognise the ways we use technology in our classroom and school. I can use technology to collect information, including photos, video and sound.</p> <p><u>Digital Literacy</u> I can use the equipment safely at school. I can agree and follow sensible school e-safety rules with support. I am careful with technology devices.</p>	<p>Shops and shopping related songs.</p> <p>Christmas sounds instruments.</p> <p>Choir and Christmas play</p>	<p><u>Delivered by PE coaches</u></p> <p>Games</p> <p>Gym/Dance Unit 3 - Rhythmic, dynamic and expressive dance</p>	<p><u>Light</u></p> <p>Include sources of light</p> <p>Light and dark</p>	<p>Christianity & Islam</p> <p>New Beginnings</p> <p>Christian stories ~ Welcoming Jesus</p> <p>Celebrations ~ Christmas</p> <p>Celebrations ~ Eid</p>
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<p>HT 3:</p> <p>Going Green at Home and in School</p>	<p>Painting Techniques</p> <p>Work related to current curriculum topics using a wide range of techniques</p> <p><u>Mondrian</u></p> <p>Painting Drawing</p> <p>Printing</p>	<p><u>Living in the wider world</u></p> <p>Respect for self and others (The importance of responsible behaviour and actions.</p> <p>Celebrations across cultures</p>	<p><u>Moving Monsters</u></p>	<p><u>Going Green at home and in school</u></p> <p>Recycling home and school</p>	<p>The story of <u>artificial light through the ages and technological development</u></p> <p>Inventions</p> <p>The story of energy sources throughout History</p> <p>Home Life in the Victorian Era</p>	<p><u>Computer Science</u></p> <p>I can use a preferred device, software/apps to move around on a screen to achieve an aim.</p> <p>I can explore programmes to experience what happens if we make the wrong decision to reach an aim.</p> <p><u>Information Technology</u></p> <p>I can be creative with technology tools using a range of pictures, patterns, stamps in creative software.</p> <p><u>Digital Literacy</u></p> <p>I can begin to talk about why it is important to be kind and polite.</p> <p>I can tell you what personal information is.</p>	<p>Music from different parts of the world looked at in Geography.</p>	<p>Games ~ net/court/ wall/ striking and fielding</p> <p>Gym ~ pathways</p> <p>Dance</p>	<p><u>Animals including humans</u></p> <p>Include- skeletons</p> <p>Healthy Eating</p>	<p>Christianity & Islam</p> <p>Life of a Child</p> <p>Life of a Christian child</p> <p>Christian celebrations</p>
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<p>HT 4:</p> <p>Important People and Places</p>	<p>Work related to current curriculum topics using a wide range of techniques</p> <p><u>Mondrian</u></p> <p>Painting Drawing</p>	<p><u>Living in the wider world</u></p> <p>Respect for self and others (The importance of responsible behaviour and actions.</p> <p>Spring festivals</p>	<p><u>Moving Monsters</u></p>	<p><u>Important People and Places</u></p> <p>Important capital cities i and their significant buildings</p> <p>Important people in the UK</p>	<p><u>Important People and Events</u></p> <p>The Royal Family ~ family trees</p> <p>The Great fire of London ~ monarchs and events around</p>	<p><u>Computer Science</u></p> <p>I can use a preferred device, software/apps to move around on a screen to achieve an aim.</p> <p>I can explore programmes to</p>	<p>Famous people in music:</p> <p>UK: The Beatles, Queen</p> <p>USA: Elvis</p>	<p>Games ~ net/court/ wall/ striking and fielding</p> <p>Gym ~ pathways</p>	<p><u>Plants</u></p> <p>Include - Parts of a plant</p> <p>Needs of a plant</p>	<p>Christianity & Islam</p> <p>Life of a Child</p> <p>Life of a Muslim child</p> <p>Islamic festivals</p> <p>Comparing Christianity and</p>
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	Printing			London	this time.	<p>experience what happens if we make the wrong decision to reach an aim.</p> <p><u>Information Technology</u></p> <p>I can be creative with technology tools using a range of pictures, patterns, stamps in creative software.</p> <p><u>Digital Literacy</u></p> <p>I can begin to talk about why it is important to be kind and polite.</p> <p>I can tell you what personal information is.</p>	(Rock 'n' Roll)	Dance		Silam
HT 5: Growth and Change	<p>Work related to current curriculum topics using a wide range of techniques</p> <p><u>Andy Worhol</u></p> <p><u>Pop Art</u></p> <p>Painting Drawing Printing</p>	<p><u>Health and wellbeing</u></p> <p>What makes us healthy and well.(How to maintain physical, mental and emotional health and wellbeing)</p> <p><u>Growth and change</u></p> <p>conflict</p> <p>Healthy eating</p>	<u>Sandwich Snacks</u>	<p><u>Food and where it comes from</u></p> <p>Where does our food come from? Shop, market, farmers, PYO, supermarket</p> <p>Local or foreign</p> <p>Look at labels on food for places of origin</p>	<p><u>Food through the Ages</u></p> <p>Food we used to eat (baby, toddler, now)</p>	<p><u>Computer Science</u></p> <p>I can navigate a RC device around obstacles. I can describe what happens when I press buttons on a robot/RC device.</p> <p><u>Information technology</u></p> <p>I can use technology to create and present my ideas for someone else.</p> <p><u>Digital Literacy</u></p> <p>I can make some home e-safety rules with support. I can talk about the amount of time I spend</p>	Musical stories Instruments used in an orchestra	<p>Athletics</p> <p>Dance ~ improvisations</p> <p>Gym ~ travel with a change of direction</p>	<p><u>Living things and their habitats</u></p> <p>Include mini-beasts and plants. Do all mini-beasts need the same things?</p> <p>Do all plants need the same things?</p> <p>(perhaps on the school field).</p>	<p>Christianity & Islam</p> <p>Our Changing World</p> <p>Our Special World</p> <p>Beginning of the World</p> <p>Looking after the world</p>

						using a computer/tablet/ game device.				
HT 6: Journeys	Work related to current curriculum topics using a wide range of techniques <u>Andy Worhol</u> <u>Pop Art</u> Painting Drawing Printing	<u>Health and wellbeing</u> What makes us healthy and well.(How to maintain physical, mental and emotional health and wellbeing) <u>Journeys</u> Changes Moving on	<u>Sandwich Snacks</u>	<u>Journeys, simple maps and directions</u> Following simple routes Journeys ~ transport for purpose Making simple maps and following directions ~ compass directions ~ N,E,W,S Planning a foreign holiday	<u>Transport through the ages: wheeled transport</u> What types of transport did people use and what do we use now Focus on wheeled vehicles ~ buses, cars and bikes	<u>Computer Science</u> I can navigate a RC device around obstacles. I can describe what happens when I press buttons on a robot/RC device. <u>Information technology</u> I can use technology to create and present my ideas for someone else. <u>Digital Literacy</u> I can make some home e-safety rules with support. I can talk about the amount of time I spend using a computer/tablet/ game device.	Music through the ages, Tudor, 30s, 50s, 60s, 70s, 80s	Athletics Dance ~ improvisations Gym ~ travel with a change of direction	<u>Forces and Magnets</u> Include pushes and pulls Big and little pushes and pulls What makes the force? Ourselves Water, wind, air, magnets	Christianity & Islam Our Changing World Different faiths ~ places of worship Different faiths ~ prayer Different faiths ~ celebrations