



Year group	1	Academic year	2025-26
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Teacher(s)	Miss Kirby
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (4)	Summer 2
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	<i>Classic</i>	<i>Contemporary</i>	<i>Classic</i>	<i>Classic</i>	<i>Contemporary</i>	<i>Contemporary</i>
Main Class Novel	<i>The Twits by Roald Dahl</i>	<i>The boy who grew Dragons - Andy Shephard</i>	<i>The Wind in The Willows (abridged) by Kenneth Grahame</i>	<i>Chloe to choose.</i>	<i>Angel on the Roof by Shirley Hughes</i>	<i>Totto - The Wizard of Oz by Michael Morpurgo</i>
Picture books	<i>The Magic Family by Lotte Jeffs</i> <i>Listening to my Body by Gaby Garcia</i>	<i>Tidy by Emily Gravett</i> <i>Rosalind Franklin (65) (Little People, BIG DREAMS)</i>	<i>Bringing the Rain to Kapiti Plain by Verna Aardema</i> <i>What did the Tree see? Charlotte Guillian</i>	<i>There Once is a Queen Michael Morpurgo & Michael Foreman</i> <i>The Odd Fish by Naomi James</i> <i>Dear Greenpeace by Simon James</i>	<i>Ten Seeds by Ruth Brown</i> <i>A Little Guide to Wild Flowers: Charlotte Voake</i>	<i>How to Build a City by Isabel Otter and Harry Woodgate</i> <i>Info Buzz: The United Kingdom By Izzi Howell</i>
Poetry	<i>Ready for Spaghetti - Funny Poems for Funny Kids</i> Michael Rosen	<i>Michael Rosen's A-Z: The best children's poetry from Agard to Zephaniah</i>	<i>We Are Britain! Benjamin Zephaniah and Prodepta Das</i>	<i>Rabbityness By Jo Empson</i>	<i>A First Book of the Sea</i> Nicola Davies & Emily Sutton	

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<p>Everyo ne's welcom e</p>	<p>You Choose by Nick Sharratt and Pippa Goodhart - Personal Choice</p>	<p>Hair Love by Matthew Cherry & Vashti Harrison</p>	<p><i>Ivy and the lonely raincloud by Katie Harnett</i></p>		<p><i>The little Gardener - Emily Hughes</i></p>	<p><i>In My Mosque: A big-hearted celebration of mosques and their communities by M. O. Yuksel</i></p>
<p>Memor able learnin g</p>	<p><i>Artefact Box Toy project box from the library</i></p> <p><i>Trip to Sherwood Pines: Gruffalo Orienteering Super Worm trail.</i></p> <p><i>Diwali Art session - CLS</i></p>	<p><i>Travelling toy box museum session Travelling Toys</i></p> <p><i>School Pantomime Trip</i></p> <p><i>Melton Concierge Museum</i></p>	<p><i>Weather and seasons project box</i></p> <p><i>Mrs Tiggy Winkles Wash Day</i></p>	<p><i>Visit from fire fighters / police/vet</i></p> <p><i>Trip to Greensmill Windmill</i></p>		<p><i>Trip to Belvoir Castle</i></p>
<p>English Writing</p>	<p><i>Ruby's Worry by Tom Percival</i></p> <p>Text Type: Narrative</p> <p>Genre: Story</p> <p>Topic: Feelings/ Emotions</p> <p><i>When I am by myself by Eloise Greenfield</i></p> <p>Text Type: Poetry</p> <p>Genre: Rhyming Poem</p> <p>Topic: Who am I?</p> <p><i>Creative write - Poetry - Pattern poems</i></p>	<p><i>Toys from the Past by Sally Hewitt</i></p> <p>Text type: Non-Fiction</p> <p>Genre: Report</p> <p>Topic: Toys</p> <p><i>Poppies - Cbeebies</i></p> <p>Text Type: Narrative</p> <p>Animation</p> <p>Genre: Story</p> <p>Topic: Remembrance Sunday</p> <p><i>Little Red Riding Hood by Lori Don</i></p> <p>Text Type:</p>	<p><i>Seasons by Hannah pang</i></p> <p>Text type: Non-Fiction</p> <p>Genre: Information Text</p> <p>Topic: Change</p> <p><i>The Way Back Home by Oliver Jeffers</i></p> <p>Text Type: Narrative</p> <p>Genre: Science Fiction</p> <p>Topic: To infinity and Beyond/ Friendship</p> <p><i>Creative write - Poetry - Pattern poems - comparison from previous term</i></p>	<p><i>JoJo and Gran Gran</i></p> <p>Text Type: Narrative</p> <p>Genre: Adventure story</p> <p>Topic: Journey/wind rush</p> <p><i>Creative write - Fantasy - Magical bird</i></p>	<p><i>The Snail and the Whale by Julia Donaldson</i></p> <p>Text type: Non- Fiction</p> <p>Genre: Postcard</p> <p>Topic: Friends</p> <p><i>Creative write - Instructions - How to plant a bulb</i></p>	<p><i>On Safari</i></p> <p>Text type: Non- Fiction</p> <p>Genre: Travel/Journal</p> <p>Topic: Wish You Were Here</p> <p><i>The Comet by Joe Todd Stanton</i></p> <p>Text Type: Narrative</p> <p>Genre: Accepting New experiences</p> <p>Topic: Belonging/Change</p>

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		<p><i>Narrative</i> <i>Genre: Traditional Tale</i> <i>Topic: Open a book</i></p> <p><i>Creative write - Letter - A letter to Santa</i></p>				<p><i>Creative write - Poetry - Pattern poems - comparison from previous term</i></p>
PHONICS	<ul style="list-style-type: none"> Review phase 3 sounds and read words with ai, ee, igh, oa, oo, ar, or, ur oo, ow, oi, ear Look at tricky words: no go so my by to into out she Spell words: feel right go, food hard my, sort took into, down hear out, light zoom Review phase 3 sounds air er, words with two or more digraphs Look at tricky words: what when he she we be me have love Spell words: hair year what, chain march she, queen sharp me, chair shark love, better bucket 	<ul style="list-style-type: none"> Learn Phase 5 ir, ie, ue, u Look at tricky words: here today one <i>their people oh your</i> Spell words: bird girl their pie tried People blue true oh human unit your third cried Learn Phase 5 o, i, a, e Look at tricky words: Your people their oh <i>Mr Mrs Ms ask</i> Spell words: both go Mr child kind Mrs basic acorn Ms fever me ask post paper 	<ul style="list-style-type: none"> Learn Phase 5 y, ea, wh, ou Look at tricky words: want water <i>any many again</i> Spell words: happy funny water head bread any wheel white many toe shoulder again carry whisper Learn Phase 5 y, ow, g, ph Look at tricky words: could would should <i>who whole where two</i> Spell words: fly dry who grow yellow whole huge magic where phone photo two why snow Learn Phase 5 Le, al, c, ve 	<ul style="list-style-type: none"> Learn Phase 5 /ur/ or, /oo/ uoul, /air/ are, <i>Grow the code: /or/</i> Look at tricky words <i>oh their once our laugh</i> Spell words word world once awful playful our share square laugh floor door their poor dare Learn Phase 5 <i>tch, ture, al, a</i> Look at tricky words: once our laugh <i>because eye</i> 	<ul style="list-style-type: none"> Review Phase 5 /ai/ ay, /ai/ a_e,, /ee/ ea, /ee/ e Look at tricky words: eye sure pure said were Spell words: play tray they made game sure sea treat pure fever secret said sea comic Review Phase 5 /igh/ ie, /igh/ i_e, /oa/ o, /oa/ o_e Look at tricky words: were one says here 	<ul style="list-style-type: none"> Learn Phase 5 <i>Grow the code: /ai/, /n/ kn, /m/ mb, Grow the code: /ear/</i> Look at tricky words: our their <i>beautiful busy pretty hour</i> Spell words: eight great busy, know sign beautiful thumb crumb pretty cheer steer hour grey break Learn Phase 5 <i>/zh/ su si, /j/</i>

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<ul style="list-style-type: none"> Recap all of Phase 3 <p>Look at tricky words: was they some come were there sure pure</p> <p>Spell words: frog drum they, splat thinks some, green brown were, train paint sure, milk thump</p> <p>During Phase 5 we start to understand that phonemes / graphemes have more than one sound through Grow the Code</p> <ul style="list-style-type: none"> Learn Phase 5 ay, ou, oy, ea <p>Look at tricky words: said says you do like little push put pull full</p> <p>Spell words: day play said, cloud sound you, boy joy like, read treat push, found children</p> <ul style="list-style-type: none"> Recap Phase 5 ay, ou, oy, ea 	<ul style="list-style-type: none"> Learn Phase 5 a-e, i-e, o-e, u-e <p>Look at tricky words: Mr Mrs Ms ask could would should our</p> <p>Spell words take same cloud time like would home woke should rude cute our made slide</p> <ul style="list-style-type: none"> Learn Phase 5 e-e, ew, ie, aw <p>Look at tricky words: could would should our house mouse water want</p> <p>Spell words these even house new chew mouse shriek field water claw draw want straw grew</p>	<p>Look at tricky words: ask Mr Mrs Ms school call different</p> <p>Spell words: bubble gentle school total petal call face mice different give leave ask</p> <ul style="list-style-type: none"> Learn Phase 5 Grow the code: /u/ /o_e//o//ou/ se, /se//ce/, ey <p>Look at tricky words: people you're their thought through friend work</p> <p>Spell words: touch won thought cheese noise through dance horse friend key monkey work brother money</p> <ul style="list-style-type: none"> Learn Phase 5 Grow the code: /oo/ yoo/, /ee/, /s/ /z/, /oa/ <p>Look at tricky words: Water want any many again could would</p>	<p>Spell words: catchy itchy because picture nature eye calf half once father nasty our beach fetch</p> <ul style="list-style-type: none"> Learn Phase 5 a, different (e). /o/ a, Grow the code: /air/ <p>Look at tricky words: who whole because eye people thought through</p> <p>Spell words: always small who difficult animal whole swap watch people bear tear thought wear squash</p> <ul style="list-style-type: none"> Learn 	<p>today</p> <p>spell words: lie cried were time like one both over says home note here shock strip</p> <ul style="list-style-type: none"> Review Phase 5 /oo/ /yoo/ ue, /oo/ /yoo/ ew, /oo/ /yoo/ u_e, /or/ aw <p>Look at tricky words: today their people your any</p> <p>spell words: blue true today, new flew their use rule People saw straw your think stair</p> <ul style="list-style-type: none"> Review Phase 5 /e/ ea, /ur/ ir, 	<p>dge, /i/ y, /j/ ge</p> <p>Look at tricky words: friend eye once move improve parents shoe</p> <p>Spell words usual treasure move bridge dodge improve crystal myth parents large change shoe dodge charge</p> <ul style="list-style-type: none"> Learn Phase 5 /sh/ ti /sh/ ssi si /sh/ ci <p>Grow the code: /sh/</p> <p>Look at tricky words: because busy beautiful pretty hour any many through</p>
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	<p>Look at tricky words: all are I of on here today</p> <p>Spell words: magnet popcorn all, cartoon rabbit of spray toy on, proud say here</p> <p>Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual and group reading. Assessment every 5 weeks to monitor progress.</p>	<ul style="list-style-type: none"> Grow the code for: igh, ai, oa, oo/yoo <p>Look at tricky words: could would should our house mouse water want they pure sure some come love your people their oh Mr Mrs ms ask were there little here today our their when what here</p> <p>Spell words time fried sure spray game some open float little being eating what prize straw</p> <p>Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual</p>	<p>should who whole where two ask Mr Mrs Ms school call different people you're their thought through friend work</p> <p>Spell words: fruit group water, happy secret want fizzy visit could follow groan people amazing snowy</p> <p>Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual and group reading. Assessment every 5 weeks to monitor progress.</p>	<p>Phase 5 /ur/ ear, wr, /s/ st ce, /or/</p> <p>Look at tricky words: many any friend through two your</p> <p>Spell words: learn early any write wrong many scent listen two colour actor friend</p> <ul style="list-style-type: none"> Learn Phase 5 Grow the code: /c/, Grow the code: /s/, a, longer words <p>Look at tricky words: laugh because eye our once thought</p> <p>Spell words: school echo</p>	<p>/ow/ ou, /oi/ oy</p> <p>Look at tricky words: any many who whole two</p> <p>Spell words: bread thread any bird girl many sound out who joy annoy whole shine spoiled</p> <ul style="list-style-type: none"> Review Phase 5 /f/ ph, /w/ wh, /ee/ ie, /j/ g <p>Look at tricky words: friend once our because laugh</p> <p>Spell words: phone dolphin friend when white once field shriek our gem magic because wheel girl</p>	<p>Spell words station action friend mission mansion hour special social many precious through sneeze magician</p> <ul style="list-style-type: none"> Phase 5 Grow the code: /or/ , Review word endings: ce se ze le al , Review gm kn mb, Review dge ge g <p>Look at tricky words: move improve parents shoe thought whole who</p> <p>Spell words: naughty before shoe</p>
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		<p>and group reading. Assessment every 5 weeks to monitor progress.</p>		<p>laugh freeze squeeze eye ball salt eye again difficult because gigantic different Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual and group reading. Assessment every 5 weeks to monitor progress.</p>	<p>Segmenting and blending runs throughout the sessions. As well as reading and writing sentences. Keep up sessions where necessary, plus individual and group reading. Assessment every 5 weeks to monitor progress.</p>	<p>choice final parents climbing climbed whole large badge move daughter adventure</p> <ul style="list-style-type: none"> Review Phase 5 sc st wr wh, /sh/, Review suffixes -ed and -ing, Review words with a schwa <p>Look at tricky words: our two once busy friend eye because laugh move improve parents shoe beautiful pretty hour</p> <p>Spell words: science where busy special magician</p>
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						<p>because sweeping searched improve colour again beautiful celebrate mystery</p> <p>Segmenting and blending runs throughout the sessions. Reading and writing sentences. Keep up sessions individual and group reading. Assessment every 5 weeks to monitor progress.</p>
Maths	<p>WHITE ROSE NUMBER:</p> <p>Baseline Place Value within 10</p>	<p>WHITE ROSE NUMBER:</p> <p>Addition and Subtraction within 10</p> <p>GEOMETRY: Shape</p>	<p>WHITE ROSE NUMBER:</p> <p>Place value within 20</p> <p>Addition and Subtraction within 20 Assessment</p>	<p>WHITE ROSE NUMBER:</p> <p>Place value within 50</p> <p>MEASUREMENT:</p>	<p>WHITE ROSE NUMBER:</p> <p>Multiplication and Division</p> <p>Fractions</p>	<p>WHITE ROSE NUMBER:</p> <p>Place Value within 100</p> <p>MEASUREMENT:</p>

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				Length and Height Mass and Volume	GEOMETRY: Position and Direction	Money Time
Science Big question	What super sense would you choose?	Which animal would make the best pet?	Why does the Weather Change?	How and why is my local environment changing?	Are all leaves the same?	Which materials would you choose to make a house?
Science	<p>The Human Body</p> <ol style="list-style-type: none"> 1. Introduction to Our Body and Our Senses 2. Eyes and Sight 3. Ears and Hearing 4. Touch, taste and smell 5. Understanding Sensory Impairment 	<p>Animals and their Needs</p> <ol style="list-style-type: none"> 1. Amazing Animals (Introduction to Animals) 2. Grouping animals: Fish, amphibians, reptiles, birds and mammals 3. Grouping animals: carnivores, herbivores and omnivores 4. Animals as pets 5. Describing animals 	<p>Seasons and Weather</p> <ol style="list-style-type: none"> 1. The four seasons 2. Tools to record the weather 3. Using a graph to show information about the weather Lesson 4 and 5 . (4) Clouds and what they tell us: cirrus, cumulus and stratus - investigation of clouds through 'cloud finder' (5). Weather forecasting 'comparing weather in the UK and Non-European continents - climate and contrasts around the world. 	<p>Taking Care of the Earth</p> <ol style="list-style-type: none"> 1. Taking Care of the Earth 2. Earth's Natural Resources 3. Logging 4. Pollution 5. Recycling 	<p>Plants</p> <ol style="list-style-type: none"> 1. What plants need 2. Parts of plants 3. Seeds 4. Deciduous and evergreen plants 5. Plants we eat 	<p>Materials and Magnets</p> <ol style="list-style-type: none"> 1. Everyday Materials 2. Properties of Materials 3. Uses of Materials 4. Magnets 5. Investigation 6. EOY Quiz

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Physical Education	Fundamentals All skills	Ball Skills	Gymnastics Dance	Invasion Games Target Games	Athletics Striking and Fielding	Net and Wall Team Building
Computing	<p>Computing systems and networks</p> <p>Improving mouse skills (3 lessons: 1-3 only)</p> <p>Lesson 1 - Logging in Lesson 2 Click and drag skills Lesson 3- Drawing shapes</p>	<p>Programming 1</p> <p>Algorithms unplugged</p> <p>(4 lessons: 1,2,4 and 5 only)</p> <p>Lesson 1- what is and algorithm. Lesson 2- Algorithm pictures Lesson 4 - Step by Step Lesson 5 - Debugging directions</p>	<p>Creating media</p> <p>Digital imagery (Option 1 : Google) (Option 2: Microsoft Office 365) (3 lessons: 1-3 only)</p> <p>Lesson 1 - Planning a story Lesson 2- Taking photos Lesson 3 - Editing photos</p>	<p>Programming 2</p> <p>Bee-bot (Option 1: Bee - Bot) (Option 2: Virtual Bee-Bot) (4 lessons : 1,3,4 and 5 only)</p> <p>Lesson 1: Getting to know a Bee-Bot Lesson 3: Precise instructions Lesson 4: Bee-Bot world Lesson 5 : Three little pigs</p>	<p>Online Safety</p> <p>Online Safety Y1 (All 4 lessons)</p> <p>Lesson 1: Using the internet safely Lesson 2: Online emotions Lesson 3: Always be kind and considerate Lesson 4: Posting and sharing online.</p>	
Geography Big Question:	What do I need to draw on a map?		Where can we go in the UK?		Hot and cold places - Where would you rather live?	
Geography	<p>Spatial Sense</p> <p>1. Aerial Views 2. Maps 3. Location 4. Compass Points</p>		<p>The UK</p> <p>1. The four countries in the United Kingdom 2. Scotland 3. Wales</p>		<p>Seven Continents</p> <p>1. Europe 2. Antarctica 3. Africa</p>	

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	5. Drawing maps		4. Northern Ireland 5. England		4. Asia 5. North and South America 6. Australia	
History Big Question:		How does your family tree compare to that of Queen Elizabeth II?		Why should we consider all opinions when making a decision?		In Britain today, why does parliament make the rules and not solely the monarch?
History		<p>Discovering History</p> <ol style="list-style-type: none"> 1. Chronology 2. What is the Past? 3.. Family Trees 4. How do we know about history? 5. What do archaeologists do? 6. Our Local History 7. Big Question 8. Roman Catholic and Protestant (own plan) 		<p>Kings, Queens and Leaders</p> <ol style="list-style-type: none"> 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth 		<p>Parliament and Prime Ministers</p> <ol style="list-style-type: none"> 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections 6. EOY Quiz

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<p>PSHE (Personal, Social & Health Education) SMSC (Spiritual, Moral, Social & Cultural)</p>	<p>Introduction Lesson Setting ground rules for RSE and PSHE lessons Family and relationships</p> <ul style="list-style-type: none"> • Recognising other people's emotions • Working with others • Friendship problems • Healthy Friendships 	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Understanding my emotions • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Adults in school • Adults outside of school <p>Getting Lost</p> <ul style="list-style-type: none"> • Making an emergency phone call • Appropriate contact • Safety with substances • Safety at home • People who help to keep us safe 	<p>Citizenship</p> <p>Responsibility</p> <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others <p>Community</p> <ul style="list-style-type: none"> • Similar, yet different • Belonging <p>Democracy</p> <ul style="list-style-type: none"> • Democratic decisions 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Money • What is money? • Keeping money safe • What is a bank? <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs in school • Jobs out of school 	<p>Transition Lesson Strengths and Transition</p>
<p>R.E Big Question:</p>	<p>Enquiry: What do Christians believe about God?</p>	<p>Enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Enquiry 1: Who is God to the Jews?</p>	<p>Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Enquiry 2: Is Shabbat important to Jewish children?</p>	<p>Enquiry 3: Does visiting the synagogue help Jewish children feel closer to God?</p>
<p>Discovery RE</p>	<p>Theme: Creation, God the Father as an introduction to the Trinity. Religion: Christianity. Piece 1 <i>I can respect the work of a creator.</i></p>	<p>Theme: Incarnation, God the Son as continued introduction to the Trinity.</p>	<p>Theme: The special relationship Jews have with God. Religion: Judaism</p>	<p>Theme: Salvation, God the Son - continuation of introduction to the Trinity. Religion: Christianity Piece 1</p>	<p>Theme: Shabbat Religion: Judaism Piece 1 <i>I can talk about</i></p>	<p>Theme: Prayer and worship. Religion: Judaism</p>

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<p>Piece 2 I can retell the Christian Creation story.</p> <p>I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can tell you how Christians think God wants them to behave (towards the world.) I can apply this knowledge to the enquiry question.</p> <p>Piece 4 I can say some ways Christians believe God wants them to behave (towards others.) I can apply this knowledge to the enquiry question.</p> <p>Piece 5 I can say how it felt to take care of something or somebody. I can remember some Christian beliefs about God and talk about them. I can express an opinion about some Christian beliefs.</p> <p>Piece 5</p>	<p>Religion: Christianity</p> <p>Piece 1 I can talk about choosing meaningful gifts or presents for different people. Bridge Concept: Special gifts.</p> <p>Piece 2 I can remember some of the Christmas story. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can say why the gifts given to Jesus might have been meaningful in Bethlehem. I can apply this knowledge to the enquiry question.</p> <p>Piece 4 I can retell the Christmas story and consider how gifts might be different today.</p>	<p>Piece 1 I can identify a promise and understand that trust is important when making an agreement. Bridge Concept: Trust.</p> <p>Piece 2 I can say how some important Jewish beliefs began. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can retell the story of how Judaism began and say that Jews believe in one God. I can apply this knowledge to the enquiry question.</p>	<p>I can think about qualities in people I admire. Bridge Concept: Special people.</p> <p>Piece 2 I can explain why Jesus might have been special or important to the people around him. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can retell some of the Easter story (Before and during Palm Sunday.) I can apply this knowledge to the enquiry question.</p> <p>Piece 4 I can retell some of the Easter story (Palm Sunday to Easter Sunday.) I can apply this knowledge to the enquiry question.</p> <p>Piece 5 I can talk about a person I admire. I can recall parts of the Easter story and I can recognise some symbols in the story. I can start to show understanding that Jesus</p>	<p>my favourite day of the week and say why it is special. Bridge Concept: Priorities.</p> <p>Piece 2 I can retell the creation story and how it relates to the Sabbath. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can explain how Shabbat is celebrated. I can apply this knowledge to the enquiry question. Piece 4 I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat. I can apply this knowledge to</p>	<p>Piece 1 I can talk about my favourite place and say why it is special to me. Bridge Concept: Special places</p> <p>Piece 2 I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue. I can apply this knowledge to the enquiry question.</p> <p>Piece 3 I can talk about the Jewish Holy Book and explain how it is used. I can apply this knowledge</p>
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<p>I can say how it feels to take care of the world or somebody.</p>	<p>I can apply this knowledge to the enquiry question. Piece 5 I can talk about a gift that is special to me. I can remember some of the Christmas story. I can suggest a gift a Christian might give to Jesus. Piece 6 I can talk about the feelings of giving and receiving meaningful gifts.</p>	<p>Piece 4 I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by. I can apply this knowledge to the enquiry question. Piece 5 I can explain why agreements are important and why they should be kept. I can tell a story about Abraham and Moses and say why these men are important to Jewish people today. I can talk about an agreement Jewish people make with God and begin to</p>	<p>is special to Christians and say why. Piece 6 I can talk about a person I admire and say why I admire them.</p>	<p>the enquiry question. Piece 5 I can say what happens on Shabbat. I can say what day might be special to me and explain what I might do on that day and whom I might spend it with. I can say what day might be special to me and explain what I might do on that day and whom I might spend it with. Piece 6 I can explain why having a regular time of peace or rest might be good for me and others.</p>	<p>to the enquiry question. Piece 4 I can talk about special clothing Jews wear when visiting the synagogue. I can apply this knowledge to the enquiry question. Piece 5 I can start to explain feelings when I visit a place that is special to me. I can explain what happens when Jews visit the synagogue for worship and prayer. I can talk about how Jewish children may feel closer to God if they visit the synagogue.</p>
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			<p>explain why this is important.</p> <p>Piece 6</p> <p>I can create a set of rules to help us live a happy life.</p>			<p>6</p> <p>I can think about how the synagogue might give special feelings to Jews and include similar features in a special place I have designed.</p>
British Values and the wider world	Individual Liberty	Tolerance of different cultures and religions	<p>Rule of Law</p> <p>History - Magna Carta and no trial</p>	Democracy (History of parliament - history)	Mutual Respect	Democracy (History of parliament - history continued.)
Design Technology		<p>Structures:</p> <p>Constructing a Windmill</p> <p>Identify some features that would appeal to the client (a mouse) and create a suitable design.</p> <p>Explain how their design appeals to the mouse.</p> <p>Make stable structures, which will eventually support the turbine, out of card, tape and glue.</p>		<p>Textiles: puppets</p> <p>Join fabrics together using pins, staples or glue.</p> <p>Design a puppet and use a template.</p> <p>Join their two puppets' faces together as one.</p> <p>Decorate a puppet to match their design.</p>		<p>Food: Fruit and Vegetables</p> <p>Describe fruits and vegetables and explain why they are a fruit or a vegetable.</p> <p>Name a range of places that fruits and vegetables grow.</p> <p>Describe basic characteristics of fruit and vegetables.</p>

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		<p>Make functioning turbines and axles that are assembled into the main supporting structure.</p> <p>Say what is good about their windmill and what they could do better.</p>				<p>Prepare fruits and vegetables to make a smoothie.</p>
<p>Artists and Architecture</p>	<p>Artists Van Gogh, Bruegel, Vermeer, Hockney, Monet</p>		<p>Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p>		<p>Artists: Hogarth, Bruegel, Hockney, Cassatt</p>	
<p>Art Concept and skill</p>	<p>Colour</p>					

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	<p>Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes PAINTING MIXED MEDIA</p>		<p>Architecture</p> <p>Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media DRAWING 3D FORM COLLAGE</p>		<p>Paintings of Children</p> <p>Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture PAINTING DRAWING COLLAGE</p>	
<p>Music</p>	<p>Unit: Having Fun with Improvisation</p>	<p>Unit: My Musical Heartbeat!</p>	<p>Unit: Dance, Sing and Play!</p>	<p>Unit: Exploring Sounds</p>	<p>Unit: Learning to Listen</p>	<p>Unit: Let's Perform Together!</p>

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	<p>Focus Songs:</p> <p><i>Getting Dressed</i> by Joanna Mangona and Pete Readman</p> <p><i>Dress up</i> by Joanna Mangona and Pete Readman</p> <p><i>Brush our teeth</i> by Joanna Mangona and Pete Readman</p> <p><i>Get Ready</i> by Joanna Mangona and Pete Readman</p> <p><i>Up and Down</i> by Joanna Mangona and Pete Readman</p>	<p>Focus Songs:</p> <p><i>Find the Beat</i> by Joanna Mangona and Pete Readman</p> <p><i>1,2,3,4,5</i> by Joanna Mangona and Pete Readman</p> <p><i>Head, Shoulder, Knees and Toes</i> Public Domain Arranged by Rick Coates</p> <p><i>Shapes</i> by Joanna Mangona and Pete Readman</p> <p><i>We talk to animals</i> by Joanna Mangona Arranged by Rick Coates</p>	<p>Focus Songs:</p> <p><i>Twinkle, Twinkle, Little Star</i> Words by Jane Taylor (1806) and Music: Anonymous, Public Domain Arranged by Rick Coates</p> <p><i>In the Orchestra</i> By Joanna Mangona and Pete Readman</p> <p><i>Daisy Bell (Bicycle Built for Two)</i> by Harry Dacre (1892), Public Domain Arranged by Chris Taylor</p> <p><i>Dancing Dinosaur</i> by Joanna Mangona and Pete Readman</p> <p><i>Rock - a - bye -baby</i> by Public Domain Arranged by Rick Coates</p>	<p>Focus Songs:</p> <p><i>If you're happy and you know it</i> Public Domain Arranged by Rick Coates</p> <p><i>Sing me a song</i> by Joanna Mangona and Pete Readman</p> <p><i>Sparkle</i> by Joanna Mangona and Pete Readman</p> <p><i>Rhythm in the way we walk</i> by Joanna Mangona and Pete Readman</p> <p><i>Big Bear Funk</i> by Joanna Mangona and Pete Readman</p>	<p>Focus Songs:</p> <p><i>Days of the week</i> by Joanna Mangona and Pete Readman</p> <p><i>Name Song</i> by Joanna Mangona and Pete Readman</p> <p><i>Cuckoo</i> by Joanna Mangona and Pete Readman</p> <p><i>Upside Down</i> by Joanna Mangona and Pete Readman</p> <p><i>Hush Little Baby</i> by Public Domain Arranged by Rick Coates</p>	<p>Focus Songs:</p> <p><i>The Bear went over the Mountain</i> Public Domain Arranged by Rick Coates</p> <p><i>In the Sea</i> by Joanna Mangona and Pete Readman</p> <p><i>Alice the camel</i> Public Domain Arranged by Pete Readman</p> <p><i>Ten Green Bottles</i> Public Domain Arranged by Pete Readman</p> <p><i>Zoo time</i> by Joanna Mangona and Pete Readman</p>
<p>Festivals and Celebrations</p>	<p>Rosh Hashanah</p> <p>Harvest Festival</p> <p>Eid ul Adha</p> <p>All Saints Day</p>	<p>Guy Fawkes Remembrance</p> <p>Sunday</p> <p>Diwali</p>	<p>Chinese New Year</p> <p>St Valentine's Day</p> <p>Shrove Tuesday</p>	<p>St David's Day</p> <p>Holi</p> <p>Mothering</p> <p>Sunday</p>	<p>St George's Day</p> <p>May Day</p> <p>Ramadan</p>	<p>Eid ul Adha</p>

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		<i>St Andrews Day</i> <i>Advent and</i> <i>Christmas</i> <i>Thanksgiving</i> <i>Hanukah</i>		<i>St Patrick's Day</i> <i>Easter</i> <i>Baisakhi</i>		
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