


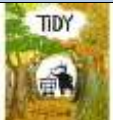


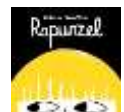




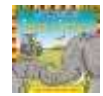




	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
English	<p>The Colour Monster by Anna Llenas </p> <p>The Leaf Thief by Alice Hemming (3 weeks) </p> <p>Superworm by Julia Donaldson (3 weeks) </p> <p>Correct word order Composing sentences orally Beginning and end of a simple sentence Use of finger spaces Capital letters and full stops Personal pronoun 'I' Correct letter formation</p>	<p>Tidy by Emily Gravett (4 weeks) </p> <p>Three Billy Goats Gruff (3 weeks) </p> <p>Capital letters for names Correct use of capital letters and full stops Character descriptions and use of adjectives Plurals -ed suffix How words can combine to make sentences. Accurate use of punctuation, introduce exclamation (!)</p>	<p>There is no Dragon in this story by Lou Carter (3 weeks) </p> <p>Correct use of capital letters and full stops Correct word order Sequence sentences to form short narrative</p> <p>Rapunzel by Bethan Woollvin (4 weeks) </p> <p>How words can combine to make sentences. Sequence sentences to form short narrative Exclamation marks</p>	<p>Katie in London (3 weeks) </p> <p>Paddington at the Palace by Michael Bond (3 weeks) </p> <p>Correct use of capital letters and full stops Question marks Sequence sentences to form a short narrative</p>	<p>Grandad's Island (5 weeks) </p> <p>Working on prepositions. Adjective work in relation to nouns. Plurals Use of 'and' and 'because' to join sentences Predicting, sequencing, inferring and retrieving from the text. -ed and -ing suffix Creating a re-tell of the story.</p>	<p>The Lion Inside (4 weeks) </p> <p>Amazing Animals: Super Safari: Poetry by Tony Mitton and Ant Parker (3 weeks) </p> <p>Adjective work on relation to character and setting Looking at rhyming words Sequences sentences to form a short narrative Use of 'and' to join sentences</p>
	<p><u>Non-fiction: Persuasion</u> Persuading the Friends of Superworm to help rescue him.</p> <p><u>Non-fiction: Explanation</u> Explaining to squirrel that the leaves are changing because of the seasons.</p>	<p><u>Non-fiction: Persuasion</u> A letter persuading people to keep the woodland area tidy.</p> <p><u>Non-fiction: Non-Chronological Report</u> Write a newspaper report on a troll being found in a river.</p>	<p><u>Non-fiction: Discussion</u> Arguing for or against keeping Rapunzel in the tower.</p> <p><u>Non-fiction: Recount</u> Recount of the journey the dragon goes on.</p>	<p><u>Non-fiction: Non-Chronological Report</u> A report giving information on the city of London.</p> <p><u>Non-fiction: Explanation</u> A factfile from Paddington about one landmark in London.</p>	<p><u>Non-fiction: Recount</u> A diary entry by Syd explaining what life is like on the island.</p> <p><u>Non-fiction: Instructions</u> Writing a set of instructions on how to build a treehouse.</p>	<p><u>Non-fiction: Instructions</u> Writing instructions to teach the mouse how to roar.</p> <p><u>Non-fiction: Discussion</u> Looking at the views that we can both have a lion and a mouse inside.</p>



	<u>Poetry: Visual</u> Exploring shape poems.		<u>Poetry: Structured Verse</u> Looking at patterns and rhyming couplets.		<u>Poetry: Free Verse</u> Understanding there is no structure to Free verse poetry.	
Common exception words taught throughout	<u>SPaG:</u> Leaving spaces between words Using capital letters and full stops Capital letter for names and 'I' Combining words to make sentences	<u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed	<u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed, -ing Add the prefix -un Using 'and' to join clauses in a sentence Compound words.	<u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed, -ing Using 'and' to join clauses in a sentence Plural -s or -es	<u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed, -ing, -er Using 'and' to join clauses in a sentence Plural -s or -es Putting sentences together to make small narratives	<u>SPaG:</u> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed, -ing, -er, -est Using 'and' to join clauses in a sentence Plural -s or -es Putting sentences together to make small narratives
Maths	Place Value (within 10) Addition and Subtraction (within 10) Geometry: Shape Addition and Subtraction (within 20)		Addition and Subtraction (within 20) Place Value (within 50) Multiples of 2, 5 and 10 Length and Height Weight and Volume		Multiplication and Division Fractions Geometry – Position and Direction Place Value (within 100) Money Time	



Science	<p><u>Animals, including humans:</u> Looking closely at the features of the human body, including labelling, identifying and naming parts. Making connections between parts of the body and senses. Looking at differences of ourselves and how we vary.</p> <p><u>Plants:</u> Labelling parts of plants and trees and comparing similarities and differences.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Autumn. Visit to Palfrey Park/Caldmore community gardens and exploring our own playground garden to investigate plants in their habitat during Autumn. Daily weather charts.</p>	<p><u>Everyday Materials:</u> Naming and identifying everyday materials, closely comparing and describing their physical properties. Testing to see which material would be suitable to be used on the Billy Goats bridge.</p> <p><u>Animals, including humans:</u> Identifying and classifying common animals. Looking closely at the features of animals, including labelling parts. Identifying animals that are carnivores, herbivores and omnivores. Exploring environments and habitats. Woodland animals and looking at their characteristics and the environments and habitats they live in.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Autumn. Daily weather charts.</p>	<p><u>Everyday Materials:</u> Analysing objects and distinguishing the material from which it is made. Understanding and knowing a range of everyday materials and closely comparing and describing their physical properties. Suitable materials to build a castle tower; making a sturdy bridge; building a strong fortress.</p> <p><u>Animals, including humans:</u> Looking at the structure of animals, comparing and describing. Exploring their diet. Focusing on animals such as moles, rabbits, worms, ants and badgers to discover key facts about their life cycles and how they are adapted to help them dig tunnels.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Spring. Comparisons to Autumn. Daily weather charts.</p>	<p><u>Plants:</u> Exploring, identifying, classifying and naming common garden plants. Observing closely the basic structure of flowering plants, including trees. Labelling parts of plants and trees and comparing similarities and differences.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Spring. Comparisons to Autumn. Visit to Palfrey Park/Caldmore community gardens and exploring our own playground garden to investigate plants in their habitat during Spring. Daily weather charts.</p>	<p><u>Plants:</u> Exploring, identifying, classifying and naming trees, including deciduous and evergreen trees. Describing surroundings, collecting natural materials and examining. Planting sunflowers, observing changes over time. Labelling parts of a plant. Growing and recording how to grow a sunflower.</p> <p><u>Animals, including humans:</u> Looking closely at the features of the human body, including labelling, identifying and naming parts. Making connections between parts of the body and senses.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Daily hours of sunlight. Daily weather charts. Visit to Palfrey Park/Caldmore community gardens and exploring our own playground garden to investigate plants in their habitat during Summer. Daily weather charts.</p>	<p><u>Animals, including humans:</u> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describing and comparing the features of animals. Sorting and classifying. Looking at what humans have in common with big cats, identifying similarities and differences. Making connections between parts of the body and senses.</p> <p><u>Seasonal Changes:</u> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Daily hours of sunlight. Daily weather charts. Visit to Palfrey Park/Caldmore community gardens and exploring our own playground garden to investigate plants in their habitat during Summer. Daily weather charts.</p>
	<p><u>Form/Texture/Shape</u> Creating natural art through transient art looking at Andy Goldsworthy. Using clay and mod roc to create flower heads, leaves and other natural vegetation inspired by Carolyn Clayton.</p>			<p><u>Printing/Line/Shape</u> Focusing on detail and shapes when drawing with pencil, exploring line. Focus on Stephen Wiltshire. Observing London landmarks, following on from line, make polystyrene prints.</p>		<p><u>Line/Colour/Pattern:</u> Line drawings of animals inspired by Pablo Picasso. Creating large scale paintings in an abstract style</p>



Design & Technology		<p>Project (Making a mini structure for a woodland animal):</p> <p><u>Design:</u> Researching and finding images of fantasy woodland homes. Comparing similarities and differences. Looking at what would be suitable for a woodland animal and making their own designs, considering materials and features.</p> <p><u>Make</u> Using designs to help make fantasy woodland structure. Use outdoors to collect sticks, twigs and other collected items to make it, thinking about a door to get in and out.</p> <p><u>Evaluate:</u> Describe how they made it, what materials they used and then have a mini tea party whereby the children bake fairy cakes to celebrate their structures.</p>	<p>Project (Building model bridges):</p> <p><u>Design:</u> Researching Isambard Kingdom Brunel. Looking at a range of bridges from across the world, identifying their structures and materials used as well as looking at their shape.</p> <p><u>Make:</u> Using marshmallows and dried spaghetti and art straws. Group work to test the strength of bridges to see how many pennies it can withhold and how they can make them stronger. Using their knowledge of the bridges researched to make it stronger.</p> <p><u>Evaluate:</u> Using iPads, children to take pictures of their bridges. Comment on what worked well, what could have been improved and what they have learned about building structures.</p>		<p>Project (Creating a mask):</p> <p><u>Design:</u> Looking at celebratory cakes such as Brazilian beijinhos de coco or quindim. Compare the cakes with more familiar ones such as Victoria Sponge. Taste test. Look at packaging and designs and come up with recipe.</p> <p><u>Make:</u> Following recipes, bake the cakes and taste them, rating on a tastiness scale of one to ten. Photographs of the progress.</p> <p><u>Evaluate:</u> Write up about how the cakes taste. What worked? Evaluating ingredients used,</p>	
Geography	<p>Look at seasons and months of the year. Identify key landmarks within Walsall. Understanding Walsall is part of the UK. Human and physical geography of Walsall. Take a walk to Caldmore community gardens and then make maps to show how to get there using Google Earth software, through aerial photographs.</p>	<p>Looking at simple maps with keys and symbols. Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities.</p>	<p>Exploring structures from around the world and use maps to locate the countries they are in on a world map. Using maps to name and locate 7 continents and 5 oceans in the world and locating those hot and cold areas to the Equator and North and South Poles</p>	<p>Characteristics of the 4 countries within the UK and the surrounding seas. Maps focusing on the city of London and using simple compass directions and locational and directional language to find key landmarks.</p>	<p>Find out about Brazil. What is the weather like in Brazil? Compare to the UK. Recap what it is like during seasons and months of the year. Human and physical features of Rio compared to Walsall.</p>	<p>Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat. Looking at climate and vegetation by focusing on hot and cold areas with links to the Equator and North and South Poles. Comparing African savannah to African city (human and physical features) through aerial photographs.</p>



History		Remembrance Day: Exploring WW2 posters/propaganda. Think about the meaning of symbols, in particular the Remembrance Day poppy. Walter Tull – First black officer to lead soldiers into battle Rosa Parks – Black History Month	Castles Person of British History –William the Conqueror Key features of a castle. Pictures of castles from different periods. Sequence on a timeline to show the castles in historical order. Visit to Warwick Castle	Great Fire of London Sequencing of events Samuel Pepys – recording of events Duke of York (future King James II) History week – The history of the school Life in Victorian times Person of British History – Queen Victoria Visit to Blist's Hill Victorian Town		
RE	Belonging to a community: Identifying different communities that children belong to. British Values – The Good Samaritan	Celebrations: (Harvest/Diwali/Christmas) Diwali	British Values: The Eagle's Egg	Food and Tradition: Easter story Easter traditions	Places of worship: Visit to church Key features of a church	British values: The Black Stone in the Kaaba.
PSHE	Explore the school grounds and focus on the garden especially. Clean up and get rid of any litter. Posters for looking after the school grounds.	Friendship, feelings, being kind. Road safety. Be Seen A-stars lesson.	Fresh start, cooperation, personal hygiene, Colgate toothbrush lesson.	Solving problems, resolving problems, safety.	Rules, achieving, growing older.	Listening, concentrating, changes, identifying hazards.
Computing	Create an individual presentation slide reflecting on the project, using PowerPoint. Uploading a photograph to illustrate their ideas, collate together for class presentation Touchpad skills, basic functions of the laptops –opening and closing programmes, saving work, locating the apps at the bottom of the screen. Word processing skills.	Look at The Woodland Trust. Send a class email to tell The Woodland Trust what they have learned and which trees they have planted. Using a paint programme to explore shape, line and colour on a computer.	Draw a castle using suitable drawing software. Use shapes to form the basic castle form, adding colours and textures to improve its appearance using computers or tablets.	Espresso Coding la Print and laminate the London landmarks picture cards. Mark a 6x6 grid of 15cm2 squares on the floor using masking tape and place the laminated pictures in the individual squares of the grid. Place a floor robot in one of the squares and explain that you want to program the robot to travel to a specific landmark.	Typing skill	Internet research as part of learning about African animals – retrieving information, copying and pasting images from the internet. Creating algorithms to program a BeeBot. Coding to program a sequence of steps



Music	<p>Making up lyrics to "Here We Go Round the Mulberry Bush" Work together to sing in tune and with actions.</p> <p>Charanga – Hey You!</p>	<p>Charanga – Rhythm in the way we walk</p>	<p>Charanga – In the groove</p>	<p>Listen to, learn and join in with traditional and contemporary rhymes, poems and songs that have a London theme, such as London Bridge is Falling Down, Oranges and Lemons, Pussy Cat, Pussy Cat and Ring a Ring o' Roses. Learn to sing them by heart and in a round.</p> <p>Charanga – Round and round</p>	<p>Listen to the music of Brazil and see how many instruments they can hear. Find out the dictionary definition of 'percussion' and experiment with playing the instruments they hear. Can they be played in more than one way to create different sounds? Play along to the samba music they have been listening to with percussion instruments.</p> <p>Charanga – Your imagination</p>	<p>Perform animal songs and rhymes to an audience. Use percussion and voices to add extra interest and excitement. Talk about dynamics and changes in tempo.</p> <p>Charanga – Reflect, Rewind and Replay</p>
PE	<p><u>Team Games:</u> Skills: Learning the importance of performing as a team. Collective sports. Understanding competitiveness. Preparing tactics to achieve the best outcome for the team.</p>	<p><u>Gymnastics:</u> Skills: Begin to develop movement skills exploring changing speed, level and direction. Begin to develop balance, agility and coordination.</p>	<p><u>Ball Skills:</u> Skills: Master basic ball skills (catching and throwing). Participate in team games, exploring skills such as attacking and defending.</p>	<p><u>Tennis:</u> Skills: Develop balance and agility. Participate in team games.</p>	<p><u>Dance and Football:</u> Skills: Perform dance using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><u>Outdoor Games:</u> Activities relating to Sports Day. Skills: Participate in team games. Develop balance and agility. Develop basic movement skills. Running, jumping.</p>