

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	On the Move		A Community of Nations		India	
Science	<p><b>Materials,</b> identify, classify everyday materials of different forms of transport. Compare suitability for purpose. Famous people who have developed useful new materials (Dunlop Tyres/John McAdams)</p>	<p><b>Rocks and Soils</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Animals including humans.</b> (and habitats) Identify &amp; name animals including fish, amphibians, reptiles, birds and mammals. Name animals that are carnivores, herbivores and omnivores. Include pets.</p>	<p><b>Light and Shadow</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>	<p><b>Living things and their habitats living/not living/never lived.</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p><b>Skeletons, movement and nutrition.</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Computing	<p><b>Emails</b> Learn about cyberbullying and fake emails. Understanding the purpose of emails.</p>	<p><b>E-Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Algorithms and Debugging</b> Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs. Understanding what algorithms are; how they are</p>	<p><b>International Space Station</b> Using technology to create and label images and to put data into a spreadsheet. Consider inputs and outputs to understand how sensors work.</p>	<p><b>Journey Inside a computer</b> Understanding what different components of a computer do. Understanding that programs execute by following precise and unambiguous instructions.</p>	<p><b>Networks</b> Identifying network components and how data is transferred.</p>

			implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.			
Religious Education	<p><b>Nature and God</b> To understand that nature is important across religions and encourage them to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature.</p>	<p><b>The Nativity Story</b> To investigate how the Nativity story began, the journey undertaken (relating it to the children's own understanding of journeys and distance), where Jesus was born and why, the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today.</p>	<p><b>Ceremonies</b> What a ceremony is, understanding common features of religious and non-religious ceremonies. They will find out about what happens at an Aqiqah, a Bar and Bat Mitzvah, a Dastar Bandi and a Hindu wedding. Children will consider how people feel at these important ceremonies and will draw similarities and differences between them. They will use their knowledge and understanding about ceremonies to help them to work with others to plan their own ceremony.</p>	<p><b>Good Friday</b> This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'What is good about Good Friday?' They will start with an overview of the Easter story in lesson one. Then they will move on to focus on the good within the Easter story by looking at the words of Jesus and the actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story.</p>	<p><b>Sikhism</b> An overview of Sikhism, focusing on its origins, core beliefs, festivals, special places. Further they will explore the different holy books and identify key Sikh symbols and understand their meanings.</p>	<p><b>Islam</b> An overview of the key aspects of the Muslim faith. They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.</p>
Geography	<p><b>Surveying Field walk and determining land use</b></p>	<p><b>Maps, Compasses and Map Making</b> Use basic geographical vocabulary to refer to</p>	<p><b>Use geographical vocabulary</b> To refer to key physical features</p>	<p><b>Locational Knowledge</b> Name 7 continents/ 5</p>	<p><b>Comparison of contrasting locations (UK, &amp; non-European)</b></p>	<p><b>Human and physical geography-</b> locate hot, cold areas of</p>

	<p>Use of maps and online resources to look at the school and it's immediate surroundings and to make contrasts and comparisons via field walk.</p>	<p>key physical features, Use aerial photos to recognise landmarks and use key human geographical vocabulary (port, city) Devise simple map and construct symbols for key</p> <p><b>Geography Skills and Fieldwork</b> The 8 Compass points and Grid References – 4 digit</p>	<p>including beach, cliff, coast, sea, ocean</p> <p><b>Locational Knowledge</b> Name and locate counties and cities of the United Kingdom and Europe, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>oceans Name, locate, identify 4UK countries, European neighbours and their seas.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	<p>Contrast local places, cultures and topography with lowland Ganges and highland India.</p> <p><b>Locate the countries of India. Locate the counties and cities of the UK.</b></p>	<p>world identify seasonal weather patterns in these areas.</p> <p><b>Describe and understand the key aspects of human and physical geography.</b> In the local area and the different areas of India focused on in SUM 1.</p>
History	<p><b>Events beyond living memory,</b> significant events in the locality (Titanic story, Portsmouth Dockyard)</p> <p><b>Changes within living memory:</b> vehicles</p> <p><b>Significant individual from the past:</b> John McAdam, George Stephenson, The Wright Brothers</p>	<p><b>Transport changes over time simple timeline</b> Trains, buses, tubes, taxis, (London 1960s &amp; more)</p> <p><b>Learn about lives of significant individuals in the past who have contributed to national and international achievements.</b> Leonardo Da Vinci, John Dunlop, John McAdam</p>	Geography Focus	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> Britain on the Waves. The ways different Monarchs have used the sea to create the country we have today. British Empire, George, Elizabeth, World</p>	<p><b>Changes within living memory – British Empire and Life of Significant individual – Queen Victoria</b></p> <p><b>A local Historical Study</b> A study of an aspect of history of Imperial Britain</p>	<p><b>Significant individuals from the past – Mahatma Gandhi</b></p> <p><b>Significant events beyond living memory:</b> Indian folk tales</p>

				Wars. Napoleonic War.		
Modern Foreign Language	<p><b>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b> Counting to 31 and months</p>	<p><b>Describe people, places, things and actions orally</b> Passports and Countries – intro to France and French - Greetings</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b> Greetings and basic conversation</p>	<p><b>Read carefully and show understanding of words, phrases and simple writing</b> Animals names and prepositions</p>	<p><b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b> Food and Colours</p>	<p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b> Ice Cream (Kulfi) Flavours and Ordering</p>
Art	<p><b>Collage</b> – 3D Tractor <b>Sketching</b> - Transport</p>	<p><b>Sketching</b> – Backgrounds for Mixed Media <b>Mixed Media</b> – Collage and painting</p>	<p><b>Sculpture</b> – Lanterns for light sculptures</p>	<p><b>Painting</b> –Famous European Painters</p>	<p><b>Textiles</b> Indian Design for printing, clay work, jewellery <b>Drawing</b> – Creative, line, shape, form. Indian patterns Mandalas</p>	DT Focus
Design Technology	<p><b>Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move. Creating clearly labelled</b></p>	<p><b>Generating and communicating ideas through sketching and Modelling</b> Paper Airplanes Designing a Wheel</p>	Art Focus	<p><b>Designing a healthy wrap based on a food combination which work well together</b> Indian Food - Parothas <b>Design and make</b></p>	<p><b>Making a structure according to design criteria. Constructing a range of 3D geometric shapes using nets. Creating</b></p>	<p><b>Creating a healthy and nutritious recipe for Kulfi using seasonal ingredients, considering the taste, texture, smell and</b></p>

	<b>drawings which illustrate movement</b> Design and Make a Moving Vehicle			<b>a template from an existing Mehndi and applying design criteria</b> Mehndi	<b>special features for individual designs. Making facades from a range of recycled materials</b> Packaging for Kulfi	<b>appearance of the dish</b> Kulfi
Music	<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b> Pitch, exploration of sounds of vehicles. Songs about vehicles,	<b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b> Christmas nativity songs and actions	<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b> Listening to, exploring and replicating the sounds of the city	<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music</b> Composition of European Spring	<b>Play tuned and untuned instruments musically</b> Indian music and instruments	<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b> Indian chants and songs
Physical Education	<b>Participate in team games, developing simple tactics for attacking and defending</b> Games (1st half term outside agency) <b>Perform dances using simple movement pattern</b> Dance – journeys and movement	<b>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</b> Games – Invasion Games/Tag Rugby <b>Perform dances using simple movement pattern</b> Dance - Titanic	<b>Perform dances using a range of movement pattern</b> Athletics <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</b> Dance – the sound of the city	<b>Develop flexibility, strength, technique, control and balance</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</b> Gymnastics <b>Perform dances using a range of movement pattern</b> Dance – European	<b>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</b> Athletics <b>Perform dances using a range of movement pattern</b> Dance – Indian	<b>Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b> Gymnastics <b>Perform dances using simple movement pattern</b> Dance – Indian Jungle

				Spring	dance	
Education For Safeguarding (PSHCE)	<p><b>New Beginnings</b> How to make each other and your environment feel welcoming. Calming and how people are different</p> <p><b>Who's in charge</b> People who help us. Appreciate rules for and ways of keeping safe and about people who can help them to stay safe. 4b) to listen to other people, and play and work cooperatively</p>	<p><b>Changing Friendships</b> To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To recognise, name and deal with feelings in a positive way. To recognise choices they can make, and recognise the difference between right and wrong. To contribute to the life of the class and the school. To recognise how their behaviour affects other people.</p>	<p><b>Going for Goals</b> Break a goal down into steps. Tell how I learn best. Know how to overcome boredom and frustration.</p> <p><b>Celebrating and recognizing differences</b> Gender, family, appearance, behavior and differences in our class.</p>	<p><b>Taking Charge</b> Responsibilities. To share opinions on things that matter to them and explain their views. To recognise, name and deal with their feelings in a positive way. To take part in discussions with one other person and the whole class. To take part in a simple debate about topical issues. To recognise choices they can make.</p>	<p><b>Global Citizenship</b> Is aware of the wider world and has a sense of their own role as a world citizen Respects and values diversity Has an understanding of how the world works</p> <p><b>My Body is Important</b> To know how to keep clean and understand maintaining hygiene prevents disease. To know which foods are healthy and the importance of exercise To know all living things grow and change as they do so.</p>	<p><b>Looking forward</b> Considering all that has been done this year and thinking back to New Beginnings. To think about those coming up in to the year they are in and what they will do – any advice for them. Anything you'd do again/do differently. Planning for next year and what they will look forward to.</p> <p><b>Changes</b> How we change over time. Dealing with change and making change happen.</p>