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| **Term Theme** | **London’s Burning**  (Events beyond living memory) | | | | | | **Home and Away**  (Australia) | | | | | | | | **Important People**  (Diversity) | | | | | |
| **English** | The Queen’s Hat (Steve Antony)  Katie in London (James Mayhew) | | | Vlad and the Great Fire of Lodon (Katie Cunningham)  The Three Little Pigs | | | The Koala Who Could (Rachel Bright)  Possum Magic (Mem Fox)  Tiddalick the Frog (Nicholas Wu) | | | | Koalas: National Geographic (Laura Marsh)  A is for Australian Animals (Frane Lessac) | | | | Superworm (Julia Donaldson)  Knuffle Bunny (Mo Willems)  The Billy Goats Gruff | | | Clarice Bean That’s Me (Lauren Child)  Fantastically Great Women Who Changed the World (Kate Pankhurst) | | |
| **Class Reader** | Raven Boy (Pippa Goodhart) | | | | | | Stories from the Billabong (James Vance Marshall) | | | | | | | | The Extraordinary Life of Mary Seacole (Naida Redgrave) | | | | | |
| **Writing Opportunities** | Diary of Samuel Pepys | | Book Review | | Traditional Tale | | Dream Story | | Poem | | | Postcard | | | Biography | | Character Description | | Traditional Tale | |
| **Maths** | **There will be a transitional period in Autumn 1 where the key objectives from the Development Matters strategy will be revisited and have been cross referenced with *the Year 1 Kangaroo Maths Scheme of Work*. This period’s duration will be dependent on the cohort’s knowledge and understanding with a suggested time of 3 – 6 weeks.** | | | | | | | | | | | | | | | | | | | |
| *Transition into Year 1*  *Number and the Number System (Y1/Y2)*  *Counting and comparing (Y2)*  *Visualising and Constructing (Y1)*  *Investigating Properties of Shape (Y2)*  *Addition and Subtraction (Y1/Y2)*  *Exploring Time (Y1/Y2)*  *Multiplication and Division (Y2)* | | | | | | *Addition and Subtraction (Y1)*  *Measuring Space (Y1)*  *Exploring Fractions (Y1/Y2)*  *Multiplication and Division (Y2)* | | | | | | | *Exploring Fractions (Y1)*  *Mathematical Movement (Y1/2)*  *Exploring Money (Y1)*  *Measuring Space (Y2)* | | | | | | |
| **Science** | Sc2/3.1 Uses of Everyday Materials | | |  | | | Sc1/2.1 Living Things and Their Habitats | | | Sc2/2.3 Animals Including Human | | | | Sc2/2.2 Plants | | | |  | | |
| Seasonal changes to be taught within the first or last part of half of each term so pupils are able to see the changes in the seasons.  This will then be visited in full at the end of the academic year. | | | | | | | | | | | | | | | | | | | |
| **History** | Hi1/1.2 Events beyond living memory  (The Great Fire of London) | | | | | |  | | |  | | | | Hi1/1.1 Changes within living memory | | | | | | |
| **Geography** | Ge1/1.1b Countries and capital cities, the United Kingdom  (Let’s Explore London) | | | | | | Ge1/1.2 Place knowledge – Australia and the UK  (Let’s Visit Australia) | | | | | | |  | | | |  | | |
| **Computing** | We are Storytellers  (Illustrating an eBook) | | | We are celebrating  (Christmas Cards) | | | We are zoologists  (collecting data about bugs) | | |  | | | | We are storytellers  (illustrating an eBook) | | | |  | | |
| **Digital Literacy** | **E-Safety (Mandatory**) I can explain how this could be either in real life or online. I can describe rules about how to behave online. I can identify examples of personal information. | | | | | | I can talk about how I can use the internet to find things out. I can identify devices I could use to access the internet. I can give examples of how find information. | | | | | | | I can describe rules about how to behave online and how I follow them. I can explain how this could be linked to real life and online. I can give examples of how I might communicate with people I know. I can describe people I can trust ad share this with. | | | | | | |
| **RE** | Unit 1.8 What makes some places sacred to believers? | | | Unit 1.3 Why does Christmas matter to Christians? | | | Unit 1.9 Why should we care for others in the world? | | | Unit 1.5 Why does Easter matter to Christians? | | | | Unit 1.7 Who is Jewish and how do they live? | | | | Unit 1.2 Who do Christians say made the world? | | |
| **Art** | Collage: Cityscape  **Henri Matisse**  (Sparks and Flames) | | |  | | | Painting/Drawing/Sculpture: Aboriginal Art  **Clifford Possum Tjapaltjarri** | | |  | | | | Paints: Portraits  **L.S. Lowry** | | | |  | | |
| **DT** |  | | | Design a fire engine  (Levers and pulleys) | | |  | | | Study of a building: Create a structure | | | |  | | | | Design a frame (wood) | | |
| **Music** | Hands, Feet, Heart | | | Ho Ho Ho | | | I wanna play in a band | | | Zootime | | | | Friendship song | | | | Occarina unit | | |
| **Whole Class Violin - Music and instruments provided by Glos Music Company will take the place of units for 10 weeks.** | | | | | | | | | | | | | | | | | | | |
| **PSHE/SRE** | Health and Wellbeing  All About Me | | | Relationships  Friends and Family | | | Living in the World  Citizenship | | | Living in the Wider World  Financial Capabilities and Social Issues | | | | Living in the Wider World  British Values | | | | Additional Modules | | |
| **PE** | **CT**  Dance | **PS**  Orienteering | | **CT**  Gymnastics | | **PS**  Games | **CT**  Swimming | **PS**  Dance | | **CT**  Swimming | | | **PS**  Hockey | **CT**  Yoga | | **PS**  Basketball | | **CT**  Yoga | | **PS**  Football |
| **Additional Gymnastics at Five Acres and Yoga will be for a term each in the academic year.** | | | | | | | | | | | | | | | | | | | |

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| **Term**  **Theme** |  | | | |  | | | | | | | | | |  | | | | | | | |
| **English** |  | |  | |  | | | | |  | | | | |  | | | | |  | | |
| **Class Reader** | Raven Boy (Pippa Goodhart)  Stories from Around the World (Usborne)  A Boy Called Christmas (Matt Haig) | | | |  | | | | | | | | | |  | | | | | | | |
| **Big Write** |  |  |  |  |  | | |  | | | |  | |  | |  | |  | | |  | |
| **Maths** | **There will be a transitional period in Autumn 1 where the key objectives from the Development Matters strategy will be revisited and have been cross referenced with the Year 1 Kangaroo Maths. This period’s duration will be dependent on the cohort’s knowledge and understanding with a suggested time of 3 – 6 weeks.** | | | | | | | | | | | | | | | | | | | | | |
| *Transition into Year 1*  *Number and the Number System (Y1/Y2)*  *Counting and comparing (Y2)*  *Visualising and Constructing (Y1)*  *Investigating Properties of Shape (Y2)*  *Addition and Subtraction (Y1/Y2)*  *Exploring Time (Y1/Y2)*  *Multiplication and Division (Y2)* | | | | *Addition and Subtraction (Y1)*  *Measuring Space (Y1)*  *Exploring Fractions (Y1/Y2)*  *Multiplication and Division (Y2)* | | | | | | | | | | *Exploring Fractions (Y1)*  *Mathematical Movement (Y1/2)*  *Exploring Money (Y1)*  *Measuring Space (Y2)* | | | | | | | |
| **Science** |  | |  | |  | | | | | |  | | | |  | | | |  | | | |
| **Seasonal changes to be taught within the first or last part of half of each term so pupils are able to see the changes in the seasons.**  **This will then be visited in full at the end of the academic year.** | | | | | | | | | | | | | | | | | | | | | |
| **History** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **Geography** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **Computing** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **Digital Literacy** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **RE** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **Art** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **DT** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **Music** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **PSHE/SRE** |  | |  | | |  | | |  | | | | | |  | | | | |  | | |
| **PE** |  |  |  |  | |  |  | |  | | | |  | |  | |  | | |  | |  |