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|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Weeks** | **7 weeks** | | **8 weeks** | | **6 weeks** | **6 weeks** | | **5 weeks** | **7 weeks** | |
| **Special event (visit, visitor, event)** | Outreach session (Lancs Heritage team)  The Great Fire of London  The Plague | | Inventors and Inventions workshop– Blackburn University  linked to steam engines - James Watt – (History) | | Fire safety talk | Judges Lodgings – Victorian school (History)  Litter Picking (Geog) | | Stone Age workshop (visitor in school) – (History)  Beach clean (Geography) | Blackpool Zoo – using maps (following a route) (Geography) | |
| **Class novel** | Flat Stanley – Jeremy Brown  The Day The Crayons Quit – Drew Daywalt  The Rainbow Bear – Michael Morphurgo | | The Diary of a Killer Cat – Anne Fine  The Coach Potato – Jory John  How to be cooler than cool – Sean Taylor & Jean Jullien | | The Legend of Kevin: A Roly-Poly Flying Pony Adventure – Philip Reeve  Cinnamon  (Neil Gaiman) | Claude at the circus – Alex T Smith  Marge in Charge – Isla Fisher | | Perfectly peculiar pets – Elli Woollard  The Dunderheads – Paul Fleischman  Mrs Wobble The Waitress - Allan Ahlberg |  | |
| **English** | Poetry - Traditional Tale based | | Poetry – Magic Theme | | Poetry – Performance | Poetry – Performance | | Poetry – Performance | Poetry – Animals | |
| **Model Text**  Jack and the Beanstalk (E.Caulfield)  **Text Type**  Rags to Riches  **Toolkit**  Setting  **Writing outcome (innovation)**  Innovation of Jack and the Beanstalk (e.g. new character & setting at top of beanstalk)  **Independent writing outcome**  Independent innovation of Jack and the Beanstalk | **Model Text**  Letter of complaint from Giant  **Text Type**  Persuasion  **Toolkit**  Persuasion  **Writing outcome (innovation)** Persuasive letter from other trad tale character  **Independent writing outcome**  Persuasive Letter of book character of choice | **Model Text**  Elves and the Shoemaker (E.Caulfield)  **Text Type**  Wishing Tale  **Toolkit**  Description  **Writing outcome (innovation**  Write own version of Elves and the Shoemaker, e.g. Elves and the Baker  **Independent writing outcome**  Innovation of chosen traditional tale | **Model Text**  Instructions for Father Christmas to deliver his presents  **Text Type**  Instructions  **Toolkit**  Instructions  **Writing outcome (innovation)**  How to prepare for Christmas day  **Independent writing outcome**  Own instructions | **Model Text**  Pigs Might Fly by Jonathan Emmett and Steve Cox (shortened version)  **Text Type**  Beat the monster  **Toolkit**  Action  **Writing outcome (innovation)**  New sequel to 3 Little Pigs  **Independent writing outcome**  Sequel to chosen traditional tale \* | **Model Text**  Rainbow Fish (shortened version)  **Text Type**  Change tale  **Toolkit**  Character  **Writing outcome (innovation)**  Change the fish/animal  **Independent writing outcome**  Write own change tale \* | **Model Text**  Rainbow Dragon Information text  **Text Type**  Information  **Toolkit**  Information  **Writing outcome (innovation**  Rainbow Fish Information text  **Independent writing outcome**  Information text about a made-up creature \* | **Model Text**  Aladdin (The Last Push – Lancashire Unit)  *Short burst writes* | **Model Text**  The Owl Who Was Afraid Of The Dark (E.Caulfield)  **Text Type**  Fear story  **Toolkit**  Suspense  **Writing outcome (innovation)**  The XX who was afraid of the XX  **Independent writing outcome**  Own fear story | **Model Text**  Topic based recount for e.g. The Stone Age  **Text Type**  Recount  **Toolkit**  Recount  **Writing outcome (innovation**Topic based recount  **Independent writing outcome**  Topic based recount with a clear structure |
|  | **Cross curricular writing**  **Information** | | **Cross curricular writing**  **Persuasive letter** | | **Cross curricular writing**  **Instructions**\* | | | **Cross curricular writing**  **Information text**\* | **Cross curricular writing**  **(As appropriate – link to topic)** | |
| **Maths** | Place value, counting, addition & subtraction, - | | Multiplication and division (x2,x5,x10) | | Division  Measurement  Word problems  Length, mass and temperature.  Measurement | Picture graphs solving word problems and money. Geometry/ Fractions  2D and 3D shapes, position and direction, fractions.  Temperature | | Measurement  Time and volume.  Reading graphs | Word problems  addition & subtraction, multiplication & division (x3, x4) | |
| **Science** | Materials.  Classifying  Observing  Research | | Health – how we grow and stay healthy | | Animals inc humans  Observing  Fair / Comparative Testing | All living things and their habitats.  Pattern Seeking  Observing | | Plants  Classifying  Observing |  | |
| **Computing** | Digital Literacy  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they need it | | | | Information Technology  Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school | | | Computer Science  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs | | |
| **History**  **Opening Worlds** | Life in London in later Stuart England (1660-1714) | | Great change – makers of the world | | Queen Victoria and the Victorian period | Children’s lives in Victorian times | | The Stone Age: uses an Opening Worlds Unit | Bronze Age & Iron Age | |
| **Geography**  **Opening Worlds** | Living in the mountains | | Nature all around us | | Weather in our world | Looking after our world | | Changing our world | Visiting new places | |
| **PE** | Games – striking/ fielding  Dance - Explorers | | Overarm throw  Ball Rolling skills | | Gymnastics  Dance – Once Upon A Giant | Games: piggy in the middle  FSM end of KS1 assessment | | Dance - Seaside  Net/wall games | Athletics.  Dance – Three Little Pigs | |
| **Art and Design** | Drawing/ Painting  Focus Artist:  Sophie Harding (flowers) | |  | |  | Drawing/ Shading  Focus artist: Paul Klee (Linked to 3D shapes) | |  | Drawing/ Painting  Focus Artist: Gustav Klimt (link to portraits) | |
| **DT** |  | | Food – Making a healthy sandwich  Eat well plate, where food comes from, principles of a healthy diet. | | Mechanisms - wheels and axles.  Making a car for a book character  (Sketching element for design) |  | |  |  | |
| **Music** | Hands, Feet, Heart  South African (Glocks/ non tuned instruments) | | Christmas Performance  Singing and performance | |  | I Wanna Play in a  Band  Rock  (Glocks) | |  | Zootime  Reggae  (Glocks) | |
| **RE** | Islam  Why do Muslims believe that it is important to obey God? | | Christianity  God  Does how we treat the world matter? | | \*Judaism  What aspects of life really matter? | Christianity  Jesus  Why do Christians say that Jesus is the ‘light of the world’? | | Hinduism  Why might people express their devotion? | Christianity  The Church  What unites the Christian community? | |
| **PSHE** | **Healthy and happy friendships**   * What makes a happy friendship? * Personal boundaries * Worries | | **Similarities & Differences**   * My strengths and abilities * Stereotyping   Looking at jobs page1image3024669360 | | **Caring & Responsibility**   * Community helpers * When we need help * Our communities and groups | **Families & Committed Relationships**   * Who is in a family? * A happy family   Families of all kinds | | **Healthy Bodies, Healthy Minds**   * Healthy feelings * Staying safe at home * Feeling poorly   **Living in the Wider World – SU 1**  PSHE Association | **Coping with Change**   * When I am older * Looking at changes ahead * Goals   **Living in the Wider World – SU 2**  PSHE Association | |