

| 2025-26 | | | | | | |
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| **Autumn term** | | | **Spring term** | | **Summer term** | |
| Events | * Be Proud Week 3rd-9th September) * Show Racism the Red Card (11th October) * Creative Writing Week-(20th October) * Remembrance Day (11th November) * Anti-bullying Week "Power for Good" Odd Socks Day 10-14 Nov * Interfaith Week (1st-5th December) * Christmas Jumper Day and Festive Concert (12th December) | | * Poetry by Heart Week (2-6th Feb) * Safer Internet Day (10th February) * World Book Day (5th March) * Red Nose Day (13th? March) * Creative Writing Week (16th March) * Creative Maths Day (23rd March) * Autism Awareness Day (26/3 for 2nd April) | | * Storyboards Art and Animations (Stop Motion) Week (18-22nd May) * World Environment Day (5th June) * STEM week (29th June) * Sports Day * International Day (10th July) | |
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| Core Text | Lila and the Secret of Rain (Fiction)  William Blake *‘The Tyger’ (Poetry)* | The Snail and the Whale (Fiction)  Tiddler (Playscript) | The Emperor’s Egg (Non-Fiction)  Extreme Living (Non-fiction) | One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia (Non-fiction)  Grace and Family (Fiction)  BV - Respect for different beliefs and ways of life.  BV – British history- the development of Britain today. | The Magic Finger (Fiction)  BV - Individual Liberty Individual responsibility. Making choices | The Owl Who Was Afraid of the Dark (Fiction) |
| Science | **Animals, inc Humans**  Notice that animals, including humans have offspring which grow into adults  Find out about and describe the basic needs of animals, including humans, for survival  **Significant Figure:**  **- Elizabeth Garrett Anderson**  **(First English woman to qualify as a doctor)**  **Plants**  Use local environment throughout the year to observe how different plants grow – Autumn/Winter survey.  Bulb planting and observing changes over time and spotting patterns with different bulbs. (Do you need big seeds to grow big plants?  Observation over time - Observing animals grow over time  **A Seed Is Sleepy by Diana Aston** | **All living things & their habitats**  Explore and compare 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  Identify and name a variety of plants and animals in their habitats, including micro-habitats  Compare animals found in familiar habitats with animals found in less familiar habitats eg caves, make a wormery, bug hotel or indoor woodlice colony  Identifying, Classifying & Grouping - Identify and classify living and non-living things in a habitat. (Bar charts)  **Significant Figure:**  **- Kelsey Archer Barnhill**  **(Deep Sea Ecologist)** | **Animals, inc Humans**  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **Plants: Re-visit**  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Use local environment throughout the year to observe how different plants grow – Summer survey  **Significant Figure:**  **- Angie Burnett**  **(Plant Biologist who grows plants**  **and sees how they react to different**  **conditions that make it more**  **difficult for them to grow)** | **Plants**  Observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  Use local environment throughout the year to observe how different plants grow – Spring Survey  Comparative & Fair Testing/Pattern Seeking - What do plants need to grow well (water, light, warmth)?  Observation over time  Revisit and observe bulb planted in Spring 2 – changes over time and spotting patterns.  **Significant Figure:**  **- Dr Ben Woodcock (Ecological**  **Entomologist)** | **Uses of Everyday Materials**  Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  Identifying, Classifying & Grouping/Comparative & Fair Testing - Identifying and classifying materials based on their properties and uses.  What would be the most suitable material for…?  **Significant Figure:**  **- Charles Macintosh**  **(Chemist and inventor of**  **waterproof clothing)**  **A super sticky mistake by Alison Donald)** | **All living things & their habitats**  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  Research - Research into animals’ diets to create simple food chains.  Observation over time  Plants – revisit bulb planted in Spring 2 – changes over time.  **Significant Figure:**  **- Dr Amy Pickering (Microbiologist)** |
| History /Geography | **G** Name, locate and discover the world’s seven continents (and review five oceans) using world maps, atlas’s and globes.  **Big Question: How do continents differ from each other?**  Key Geographer – Ann Bancroft | **H** Develop chronological understanding:  Events beyond living memory that are significant nationally and globally:  Remembrance Day and how this anniversary is commemorated. Implicit contribution of BAME people from across the Commonwealth in WW1 and WW2.  The Great Fire of London – How did this shape modern London?  BV British culture and festivals.  **Big Question: How did London change after the Great Fire?** | **H** Research and explore the lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods. Explain how some people have helped us to have better lives:  Florence Nightingale and Mary Seacole.  Discuss the founding of the NHS including contributions made by the Windrush generation and nurses to the health system of England post World War 2. Link to the NHS today.  BV British culture.  **Big Question: How has the NHS helped improve the lives of British people?** | **G** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  ‘Linked by the Atlantic’ –compare and contrast areas of the Gambia and the UK - .the floodplain of the Gambia River and the River Thames. Introduce different settlement types – villages, towns & cities and focus on settlement by rivers – London and Banjul, urban/rural populations and the challenges of growing cities., climate, transportation, economy, tourism.  **Big Question: Are cities the best type of settlement to live in?**  Key Geographer – David Livingstone | **G** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use fieldwork and observational skills to study the geography of the school grounds and local area.  Use basic G vocabulary to refer to key physical & human features  **Big Question: How can you explore a location?** | **H** Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century)  Changes in Britain during the Stone Age  How did people find food and live together before farming?  **Stone Age**  Hunter-gatherers  Early Farmers  **Big Question: How do we know about the Stone Age?** |
| RE | **Hinduism**- What is Diwali and How is it celebrated? | **Judaism**- What is Hannukah and How is it Celebrated? | **Christianity**- How do children learn about belonging to the Christian family? | **Sikhism**- How and why is the Birth of Guru Nanak celebrated by Sikhs? | **Buddhism**- What do Buddhists Remember at Wesak?  What can we learn about Buddhism from the Buddhist Shrine?  BV – Tolerance and acceptance of the beliefs of others.  Comparing faiths. | **Worldviews-** Who are humanists and what do they believe?  BV – Tolerance and acceptance of the beliefs of others. |

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| Art & Design | **Jungle Art: Henri Rousseau** jungle paintings. Create a piece of art in response to the work of another artist.  Mix paint to create all the secondary colours. Create brown with paint. Create tints with paint by adding white. Create tones with paint by adding black. Evaluate strengths & weaknesses of works of art. |  |  | **Super Sculptures:**  Artists: **Antony Gormley and Andy Goldsworthy**  Children will explore the work of Antony Gormley and how he portrays the human form in his drawings and sculptures. Children will then explore how sculptures can be created using nature and create their own sculptures inspired by the work of Andy Goldsworthy. |  | **Emotive portraits:**  **Chris Ofili** –‘No Woman, No Cry’ use of mixed materials. Suggest how artists have used colour, pattern and shape.  Choose and use three different grades of pencil when drawing.  Use charcoal, pencil and pastel to create art |
| D & T |  | **Materials and textiles –** Evaluate an existing product. Design and make a Christmas decoration. Choose tools and materials and explain why I have chosen them. Join materials and components in different ways. | **Cooking and Nutrition**- Use the basic principles of a healthy and varied diet to prepare dishes. Describe ingredients. Understand where food comes from. *Make a salad.* |  | **Structures (Freestanding structures)**  Design new play equipment for our school playground (e.g. swings and slides) ensuring structures are made strong and stable. |  |
| PE | **1-Games**  *Ball skills: Dribbling*  **2-Gym**  *Balances* | **1-Dance**  *Great Fire of London*  **2-Games**  *Throwing and**catching* | **1-Gymnastics**  *Parts High and Low*  **2-Hockey** | **1-Gymnastic**  *Spinning and turning*  **2-Games**  *Passing and receiving* | **1-Dance**  *George the dragon*  **2-Tennis**  *Hitting and striking* | **1-Athletics**  *Running , hopping and jumping*  **2.Gymnastics** |
| Computing | **Photograph Editing** creating photo video on Ipad  E-Safety: Who do you contact if you are worried?  Stem:  Focus: Use technology purposefully to create, organise, store, manipulate & retrieve digital content  Program: Ipad Photo editor/Movie maker  ipad | **Creating pictograms**  E-safety: Sharing information  STEM: When do we use information? How are pictograms and data used in everyday life?  Focus: Use technology purposefully to create, organise, store,  Program: J2e  Cross curricular*:* Science Mini-Beast hunt & data handling  ipad | **Word Processing/Computer Skills**  E safety/ PHSE:  Who do we tell our concerns to?  Focus: Creating using Non- fiction poster technology- What are the parts of a computer? How do we use a mouse?  *Program: Word*  Stem: What are computers used for?  Computing room | **Programming/Debugging**  E safety: *Using technology safely and respectfully*  STEM: What everyday items use programs?  Focus: Create & debug simple programs*,* predict the behaviour of simple programs - Increasing variables.  Programs: code.org B  Computer Room | **Programming/Debugging** E safety:Keeping passwords privates  STEM: What programs do you use?  Focus: Create & debug simple programs*,* predict the behaviour of simple programs - reviewing commands  Programs:  Code. org B  Computer Room | **Physical Computing**  E safety:Keeping passwords privates  STEM: What programs do you use?  Focus: Create & debug simple programs*,* predict the behaviour of simple programs - reviewing commands  Programs: vex 123  Vex 123 |
| Music | **Hands, Feet, Heart-**  Use their voices expressively and creatively by singing songs and listening to South African rhymes | **Ho Ho Ho-** Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. | **I Wanna Play In a Band-** Children will learn to play together in an ensemble.  As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. | **Zootime**- Child will experiment with, create, select and combine sounds using the inter-related dimensions of reggae.  **Class assembly Songs-**Children will be rehearsing and performing a range of songs with corresponding actions. | **Friendship song**- Listen with concentration and appraise social themes and topics that arise from this song. | **International Day Song -** To learn, sing and perform a traditional cultural song. |
| PSHE | E-safety  Be Proud of Who You Are Week.  Circle Time – Celebrating difference - Tolerance and acceptance of the beliefs of others.  Anti-Racism  Resolving arguments and working with others  Personal Safety NSPCC - PANTS  BV – Individual Liberties. Rights and responsibilities. | Being cared for  Loss of things you care about and bereavement  Effects of bullying  Choices and consequences  Self awareness  Habits and obstacles to change  Managing feelings. | Review e-safety  Differences: boys & girls  Differences: males & females  Naming Body Parts  Body image  Exercise and fitness | Risk  Hazardous substances  Safety Rules  Emergency services – when and how they can help us | Review e-safety  Golden Rules Review BV – The rule of law  Community  People who help us  Gender and work  Urban and rural environments  World environments | Celebrating different kinds of families  Keeping track of money  Spend or save?  Where money comes from  Rights and responsibilities |
| Enrichment Opportunities |  |  | Place of Worship visit- **Baptist Church** |  | Trip – **Whipsnade zoo** | History Day- **Stone Age Day** |