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| **Year 1** | **Autumn - Different Places, Different People** | **Spring - Through the decades** | **Summer - The town where we live** |
| **English** | **READING**  **Stories and poetry from other cultures – post 20th Century (Reading for pleasure)** e.g.‘Seasons of Splendour’ by Madhur Jaffrey, ‘The Tiger Child’ by Joanna Troughton,’The Proudest Blue’ by Ibtihaj Muhammad, ‘Handa’s Noisy Night,’ Betti and the yeti,  by Ella Burfoot,  I is for Inuksuk: an artic celebration by Mary wallace  The Polar bear son : an Inuit tale by Lydia Dabcovich]  Our Favourite Day of the Year by A E Ali   You Choose by Pippa Goodhart  My Granny went to Market  Around the world counting book Stella Blackstone  Coming To England Floella Benjamin  Poetry – Grace Nichols, Benjamin Zephania, Michael Rosen .  **Examples of writing:** Haiku, Rap, responses to what has been read | **READING**  **Modern classics, poetry and prose** e.g. Roald Dahl, Quentin Blake, J K Rowling ,Jacqueline Wilson, Anne Fine, David Walliams. E.g ‘George’s Marvellous Medicine,’ ‘The Lion and the Unicorn,’ ‘Harry Potter,’ Horrid Henry books, ‘Captain Underpants,’ ‘The shopping basket ‘ and ‘Oi, Get off the Train’ by.John Burningham  **Examples of writing:**  Non – fiction writing and composition.  Newspaper reports  Diary Writing  Verbal accounts – telling stories | **READING**  **Non-fiction** – e.g. information books (guide books, maps, pamphlets, flyers, advertising). **Fiction –** e.g. by Croydon born authors – Janet and Allan Ahlberg (Happy Families plus others from the collection of works – ‘Mrs Wobble the Waitress’), Patrick Quentin Blake,Flower Fairies, Peepo and Burglar Bill Allan Alberg and song  lyrics -Stormzy  **Drama** - William Shakespeare – Mid Summer Night’s Dream/Tempest/Romeo and Juliet  **Examples of writing:** Non – fiction eg. information, guide books with link to reading – producing own examples  Notice Boards  Maps |
| **Maths** | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) |
| **Science** | **Living things - me and my body** – body awareness, body mapping, human processes and reproduction  SF:   * **P4**   Imitate actions involving main body parts.  Make sounds using their own bodies.  Imitate or copy sounds.  Know that certain actions produce predictable results.  Cause movement by a pushing or pulling action.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Observations**   Recognises distinctive features of objects.  Closely observes the changes that occur.   * **(SS2) Identifying and Classifying**   Knows where features belong,   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.   * **(SS3) Recording –**   Makes simple records of their findings.  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4. M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research | **Space, forces and motion - including gravity, magnetism and friction**  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.  Know that certain actions produce predictable results.  Communicate their awareness of changes in light, sound or movement.  Cause movement by a pushing or pulling action.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Identifying and Classifying –**   Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Observation –**   Closely observes the changes that occur.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information   * **(SS2) Testing –**   Discuss what they are doing and give a reason.  Extend this into what are they going to do and why.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Shows they have observed patterns or regular changes in features of objects, living things and events.  Communicates their observations of materials in terms of these properties.  Makes their own observations of changes in light, sound or movement that result from actions.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated.  **SF and F**   * **(B1) Questioning -**   Be Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research | **Properties of everyday materials**  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.  Communicate their awareness of changes in light, sound or movement.   * **(SS1) Identifying and Classifying –**   Match objects and materials in terms of single features or properties.   * **(SS1) Testing** –   Indicate the before and after of material changes.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Observations –**   Recognises distinctive features of objects.   * **(SS2) Identifying and Classifying –**   Knows where features belong.  Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS2) Testing –**   Discuss what they are doing and give a reason. Extend this into what are they going to do and why.   * **(SS3) Questioning –**   Begin to develop “how” questions.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Shows they have observed patterns or regular changes in features of objects, living things and events.  Communicates their observations of materials in terms of these properties.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.  Identifies a range of common materials and knows about some of their properties.  Sorts materials using simple criteria.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly). Begin to use questions beginning with Why and What? unprompted.  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With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research |
| **History/ Geography/ RE** | Geography - India  Focus on achievements of early civilisations - The Indus valley  RE – Hinduism, Harvest, Christmas | History - 20th Century history  Emphasis on significant turning point in history  RE – Life of Jesus, Easter | Local geography and history – Croydon  Famous Croydon People e.g. Allan Ahlberg, Cicely Mary Barker, Ronnie Corbett, Arthur Conan Doyle, Jacquline de Pre, Tracey Emin, Stormzy  RE - Places of Worship in Croydon |
| **DT** | Textiles – design, create a fabric; make a finished article  **Design, Make, Evaluate, Technical Knowledge.**  Tie-dye, natural dyes, Batik using glue or flour water paste, stencil print block printing. Use own fabric to make bag, apron, wall hanging, etc. | Food technology – prepare healthy foods  **Design, Make, Evaluate, Technical Knowledge.**  Eat well plate, Healthy food list, collect photos of various foods from magazines etc, collage of ‘good’/’bad’ foods. Choose healthy food to prepare. | Horticulture - Buildings and structures  **Design, Make, Evaluate, Technical Knowledge.**  Create a garden structure for climbing plants -runner beans, honeysuckle, Look at Garden designs -Walled garden Croydon. Coombe Wood, Queen’s Gardens, Community gardens. |
| **PSHE** | Me and my friends  Relationships  Sex Education | Keeping fit and healthy and unhealthy foods- eating, fitness, drugs, medicines, alcohol, smoking, unhealthy coping mechanisms such as self-harm or eating disorders | Keeping safe – road safety, say no to strangers, people who help us |
| **Computing** | Computer Science  **Computational thinking, solving problems, sequences and writing programs.**  **Bridging 1 onwards:**  Explore different devices.  Follow patterns. (Sequencing: numbers/alphabet)  Create your own patterns.  Follow dance movements/Simon said games.  To follow instructions – make some cakes for different people. (Understanding that everything we do in real-life situations involves a sequence of steps to achieve a desired outcome.  Look at different people and create different characters.  **Pebble 7 – SS**  Action songs – select favourite YouTube video and use different types of technology for a particular purpose.  Sensory story/story book relating to the topic, turn the page and following a small sequence. | Digital Literacy  **Online safety, online communication, and collaboration, solving problems by using technology.**  **Bridging 1 onwards:**  E-safety  Celebrate safer Internet Day – February  Navigate the web and can use simple key words to carry out simple web searches to collect digital content.  Technology all around us through the decades:  What is the internet?  What is personal information?  Use a range of computers to control things in everyday life: Look at how things has change through the decades (supermarkets, lifts, traffic lights, kitchen equipment and televisions etc.  **Pebble 7 – SS**  Experience and explore range of computers in everyday life. Choose a selection digital resources. | Information Technology  **Understanding how information is used and shaped.**  **Bridging 1 onwards:**  Use technology purposefully to create, organise, store manipulate and retrieve digital content.  Look at different backgrounds with sound and without.  Explore different software to design different background – different places where we live.  Use photo and word packages to create a guidebook to Croydon.  Create a simple poster/card for a special event in your local area.  **Pebble 7 – SS**  I can explore a cause-and-effect game by touching the screen or pressing a switch. I can turn a page on a slideshow relating to the topic.  To gather information from different sources. |
| **Art** | Art beyond the West, different cultures and styles etc  **1. Look at Art**  **2. Make work based on the Art looked at.**  **3. Say what you like /don’t like about your work and the work of others.** Islamic Art-patterns, symmetry, Rangoli patterns and designs, African body adornment,  [Mola – Tamar Embroideries](https://www.bing.com/ck/a?!&&p=e49f75d3a63c576fJmltdHM9MTY3NzExMDQwMCZpZ3VpZD0wZGI3ODM0YS03NWQzLTY2MWQtMmQxMy04YzNjNzQyODY3YmYmaW5zaWQ9NTE5NA&ptn=3&hsh=3&fclid=0db7834a-75d3-661d-2d13-8c3c742867bf&psq=mola+reverse+applique+technique&u=a1aHR0cDovL3d3dy50YW1hcmVtYnJvaWRlcmllcy5jby51ay9tZXRob2RzL21vbGEv&ntb=1)-inverted applique, Make some patterns, using 2 mirrors at 90 degree angle place work inside the 90 degrees to show symmetrical pattern.  (repeat patterns, kaleidoscope) | 20th century art Cubism, Fauvism, Op Art. Robert and Sonia Delauney, Mondrian, Picasso, Bridget Riley, Henri Matisse,  **1. Look at Art**  **2. Make work based on the Art looked at.**  **3. Say what you like /don’t like about your work and the work of others.**  Matisse Cutouts-Make a piece using two pieces of coloured paper cut a shape out and swap pieces around, experiment with positive and negative shapes and spaces. Draw around objects and cut using colour paper, stick down to create colour pieces  (collage, colour shape and form) | **Exploring shape**, (city landscapes,)  **1. Look at Art**  **2. Make work based on the Art looked at.**  **3. Say what you like /don’t like about your work and the work of others.** Mondrian, Paul Klee, Mark Rothko, Chuck close, Picasso,  Saffron Square Tower in Croydon, Gherkin building, London city hall, Trellick Towers.  Collect colours make collage of images photocopied torn up, or colours. Use templatyes to create work using colours, repeat patterns, explore nature, Fibonacci sequence in plants buildings etc. |
| **Music** | Exploring songs from different cultures | 20th century popular music | Exploring different genres of music |
| **PE** | **Personal Bests/ Intra Class competition**  **SS2 onwards**  Target based activities – throwing overarm / underarm to suit the activity. Ramp skills – moving the ramp to aim at target  Taking turns in a small group.  EBI – to improve previous attempt  Play to the rules of the activity  Experience competition against another class by comparing scores weekly.  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. | **Dance – Films through the decades**  **SS2 onwards**  Create small dance phrases using stimuli from films through the decades.  Create gestures linked to stimuli.  Work with a partner to copy and repeat simple movement patterns with basic control and coordination linked to music.  Take turns with a partner.  Perform dance to others.  Wait and watch others performances.  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme | **Orienteering / Games**  **SS2 onwards**  Work in a pair  Take turns in a pair to solve picture clues in school and the playground.  Take turns using directional language to find picture markers in school and the playground.  **Games - Striking & Fielding activities**  Strike different size balls from tees using hands, bats, rackets.  Throw different size beanbags/ balls at a range of targets.  Catch different size balls  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes |

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| **Year 2** | **Autumn - Let’s Celebrate** | **Spring - We are not amused** | **Summer - The Great Outdoors** |
| **English** | **READING**  **Non-Fiction - Diary and Biography**  **Pre 1914 Fiction**  ***Reading and sharing texts that focus on the world we live in and connections***  ‘A friend is Someone who likes you’  ‘Be Kind’  ‘Stone Soup’  ‘Here We Are’  ‘The Promise’  ‘Be Kind’  ‘The Seeds of Friendship’  ‘The Colour Monster’  ‘The Night Before Christmas’  ‘A Christmas Carol’ by Charles Dickens  **Examples of writing:**  responses to what has been read  Birthday cards and invites  Banners  Menus for special meals and celebrations | **READING**  **Victorian poetry and prose** e.g. Alice in Wonderland, The Jungle Book, The Pied Piper of Hamelin, Wizard of Oz, Oliver Twist, Treasure Island, The Owl and the Pussycat, The Lion and Albert, Matilda, Peter Pan  The Secret Garden  Emeline Pankhurst sensory story  Flower Fairies  **Examples of writing:**  Non-fiction and fiction writing - responses to what has been read, re-telling the stories, writing and recording ‘What happened…?’ | **READING**  **Adventure fiction** e.g. Enid Blyton, The Hobbit, Pirate stories, Octopus Garden, Somebody Swallowed Stanley  Don't Worry Little Crab, TheCamping Trip by Jennifer K Mann, North Woods Girl by Aimee Bissonette and ‘The Great Outdoors’ by Rachael Edwards (Sensory Story)  **Non fiction** – labels and instructions  **Examples of writing:**  Writing – write your own class adventure story, act out and film (see ICT)  **Non fiction** – labels and instructions  How to grow…plants  How to build…a den |
| **Maths** | Number – SF & F (Rote Counting; Counting; Recognising representations; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions (S3 Onwards) -  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics – F (M2 Onwards) | Number – SF & F (Rote Counting; Counting; Compare and Order)  Calculations – SF & F (Addition and Subtraction)  Fractions (S3 Onwards) –  Measures – SF & F (Metric Measures; Money; Time)  Properties of Shape – SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions (S3 Onwards) -  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) |
| **Science** | Science in the kitchen – solid, liquid gas, dissolving, heating and cooling  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.  Know that certain actions produce predictable results.   * **(SS1) Identifying and Classifying –**   Match objects and materials in terms of single features or properties.   * **(SS1) Testing** –   Indicate the before and after of material changes.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Identifying and Classifying –**   Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Observation –**   Closely observes the changes that occur.   * **(SS2) Identifying and Classifying –**   Identifies some appliances that use electricity.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS2) Testing –**   Discuss what they are doing and give a reason. Extend this into what are they going to do and why.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Shows they have observed patterns or regular changes in features of objects, living things and events.  Communicates their observations of materials in terms of these properties.  Explain differences between events, living things, objects.   * **(SS3) Recording -** Makes simple records of their findings * **(SS3) Identifying and Classifying –** * Describe an object they are familiar with giving several properties.   Identifies a range of common materials and knows about some of their properties.  Sorts materials using simple criteria.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. 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Make sounds using their own bodies,   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Identifying and Classifying –**   Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Observation –**   Closely observes the changes that occur.   * **(SS2) Identifying and Classifying –**   Identifies some appliances that use electricity.  Shows they know some sources of sound and light.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS2) Testing –**   Discuss what they are doing and give a reason.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Shows they have observed patterns or regular changes in features of objects, living things and events.  Communicates their observations of materials in terms of these properties.  Makes their own observations of changes in light, sound or movement that result from actions.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated.  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research | Living things and their habitats  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.   * **(SS1) Observation –**   Take part in activities focused on the anticipation of an enquiry into specific environments.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Observations –**   Recognises distinctive features of objects.   * **(SS2) Identifying and Classifying –**   Knows where features belong.  Sorts materials according to a single criterion when the contrast is obvious.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases>   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.  Show an awareness of a place/habitat.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Observation –**   Shows they have observed patterns or regular changes in features of objects, living things and events.  Communicates their observations of materials in terms of these properties.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research |
| **History/ Geography/ RE** | Geography/RE – Festivals and celebrations around the world  History - Early Islamic Civilisation  *Focus on the history of Ramadan and Eid al-Fitr to link with ‘Let’s Celebrate’ Topic an RE*  RE – Festivals and celebrations around the world  Harvest, Christmas | History - Victorian times  Geography - Jobs and Industry  *Human geography - links to economic activity and land use – types of jobs and industry in different areas*  RE – Victorian reformers, Easter | Geography – Weather, maps, Contrasting Climates  *Physical geography*  RE - Creation stories |
| **DT** | Festival foods and crafts Christmas gifts  **Design, Make, Evaluate, Technical Knowledge.**  From choices found or offered: choose, make, talk about it and what you learnt to do.  Christmas decorations, cards, chocolates, food, etc | Victorian sweets and crafts  **Design, Make, Evaluate, Technical Knowledge.**  Research Victorian sweets compare to now, choose and make own versions of them. Taste test, new skills?  Sugar Mice, Peppermint creams, Dates with marzipan, Honeycombe, Toffee, Liquorice | Horticulture ,Outdoor dens ,Clay pots  **Design, Make, Evaluate, Technical Knowledge.**  Build Dens for toys, animals, the class: Poles, rope, material, card, willow, Make pots using Clay, Mud and straw. Found materials. |
| **PSHE** | Celebrating my skills  Relationships  Sex Education | Mini enterprise – sell your DT products | Caring for the environment – recycling, animal hotels, bird feeders, ponds |
| **Computing** | Computer Science  **Computational thinking, solving problems, sequences and writing programs.**  **Bridging 1 onwards:**  Explore different devices.  Follow patterns. (Sequencing: numbers/alphabet)  Create your own patterns.  Follow dance movements/Simon said games.  To follow instructions – make some cakes for different people. (Understanding that everything we do in real-life situations involves a sequence of steps to achieve a desired outcome.  Look at different people and create different characters.  **Pebble 7 – SS**  Action songs – select favourite YouTube video and use different types of technology for a particular purpose.  Sensory story/story book relating to the topic, turn the page and following a small sequence. | Digital Literacy  **Online safety, online communication, and collaboration, solving problems by using technology.**  **Bridging 1 onwards:**  E-safety  Celebrate safer Internet Day – February  Navigate the web and can use simple key words to carry out simple web searches to collect digital content.  Technology all around us through the decades:  What is the internet?  What is personal information?  Use a range of computers to control things in everyday life: Look at how things has change through the decades (supermarkets, lifts, traffic lights, kitchen equipment and televisions etc.  **Pebble 7 – SS**  Experience and explore range of computers in everyday life. Choose a selection digital resources. | Information Technology  **Understanding how information is used and shaped.**  **Bridging 1 onwards:**  Use technology purposefully to create, organise, store manipulate and retrieve digital content.  Look at different backgrounds with sound and without.  Explore different software to design different background – different places where we live.  Use photo and word packages to create a guidebook to Croydon.  Create a simple poster/card for a special event in your local area.  **Pebble 7 – SS**  I can explore a cause-and-effect game by touching the screen or pressing a switch. I can turn a page on a slideshow relating to the topic.  To gather information from different sources. |
| **Art** | Festivals and carnivals around the world  Dios de la Muertos, Diwali, Mardi Gras, Notting hill Carnival  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others.  Look at outfits/costumes. Create a headpiece/outfit for a festival or carnival using papermache, Junk materials. (Drawing, painting, Junk modelling, sculptures) | **Victorian artists** – William Morris-(paintings, wallpaper) Turner, Constable.  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others.  Look at nature William Morris focused on that for his wallpapers, make a simple print design and turn into wallpaper.  (print making, drawing, painting) | **Land Art, Environmental Art**, natural materials, weaving willow Sculptures. Andy Goldsworthy, Richard Long, Barbara Hepworth, Henry Moore, Richard Shilling.  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others.  Collect natural materials-arrange on the ground photograph make work based on natural forms.  Use clay or playdough to create natural based forms  (Natural materials, sculpture, photography) |
| **Music** | Celebrating out talents; famous musicians |  | Environmental sounds; the sounds around us |
| **PE** | **Super 6 Personal Bests/ Intra Class competition**  **SS2 onwards**  Target based boccia activities – throwing overarm / underarm to suit the activity. Ramp skills – moving the ramp to aim at target  Pace of the ball – choosing a soft or hard ball  Taking turns in a small group.  EBI – to improve previous attempt.  WWW – commenting on others performances  Play to the rules of the activity  Celebrate others success  Experience competition against another class by comparing scores weekly.  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. | **Dance – The Victorians**  **SS2 onwards**  Select different pathways – forwards, backwards etc  Use stimuli from the Victorian era to create gestures**.**  Link gestures and pathways to create small dance with partner.  Levels – High, medium & low  Work in pairs and in small groups cooperatively  Describe and comment on others actions  Perform dance to others.  Wait and watch others performances.  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. | **Orienteering/ Games**  **Games**  Panthlon games – ploybat, boccia, table cricket , bean bag target, slalom  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme.  **Orienteering**  **SS2 onwards**  Work in a pair or trio  Take turns in a pair to solve picture clues in school and the playground.  Take turns using directional language to find picture markers in school and the playground  Use an adapted map to follow cone markers and solve number clues with support where necessary. |

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| **Year 3** | **Autumn - Discoveries** | **Spring - The World Around Us -UK** | **Summer - Seeds of Change** |
| **English** | **READING**  **Fiction – Drama – Shakespeare**  **‘Tempest’ – ‘…stuff as dreams are made on…’**  (Resource – ‘Be Not Afeard’ – A sensory telling of Shakespeare’s ‘The Tempest’ – Collar & Cuffs Co)  **Fiction – narratives:**  Anthony Brown ‘What if…?’  Chris Hadfield ‘The Darkest Dark’  Rachel Bright ‘The Lion Inside’  Joseph Coelo and Allison Colpays ‘If All The World Were…’  Rhys Brisenden and Nathan Reed ‘Incredible You’  **Examples of writing:** responses to what has been read.  Family Trees - discoveries  ‘If I had a dream…’ own dreams  Famous discoveries  Personal accounts | **READING**  **Poetry from around the world**  Bob Raczka ‘Wet Cement – A mix of concrete poems’  John Agard and Grace Nichols ‘Under the Moon and Over the Sea’  ‘Give the Ball to the Poet: A New Anthology of Caribbean Poetry’  Karl Nova ‘Rhythm and Poetry’  **Examples of Writing:** Responses to what has been read.  Own poetry (different forms) and performance poetry  Song lyrics / Class Rap | **READING**  **Fiction**  \*\*Patrice Karst ‘The Invisible String’  Sara Olsher ‘Nothing Stays the Same but That’s Okay’  Jacqueline Woodson ‘The day You Begin’  \*\*Amanda Gorman ‘Change Sings’  Julia Donaldson ‘The Magic Paintbrush’  Sue Hendra and Paul Linnet ‘Simon Sock’  **Non-Fiction**  Brochures, pamphlets – giving information eg holidays, new schools, new homes etc  Adverts – holidays, new places etc  Timelines  **Examples of Writing (fiction and non fiction) :** Responses to what has been read and  own brochures etc. and personal timelines.  Creating own adverts  Comparing adverts  \*\* Possible link for Summer Show |
| **Maths** | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) | Number - SF & F (Rote Counting; Counting; Recognising representations; Recognising and recording Numerals; Compare and Order)  Calculations - SF & F (Addition and Subtraction; Multiplication and Division)  Fractions - (S3 Onwards)  Measures - SF & F (Metric Measures; Money; Time)  Properties of Shape - SF & F (Properties of Shape; Position and Direction)  Statistics - F (M2 Onwards) |
| **Science** | Rocks and fossils; Space  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.   * **(SS1) Observation –**   Take part in activities focused on the anticipation of an enquiry into specific environments.   * **(SS1) Identifying and Classifying –**   Match objects and materials in terms of single features or properties.   * **(SS1) Testing** –   Indicate the before and after of material changes.   * **(SS1) Use of Equipment -** Try out a range of equipment in familiar and relevant situations * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Observations –**   Recognises distinctive features of objects.   * **(SS2) Identifying and Classifying –**   Knows where features belong.  Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Communicates their observations of materials in terms of these properties.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.  Identifies a range of common materials and knows about some of their properties.  Sorts materials using simple criteria.  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Identifying and Classifying -**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3)Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research | Forces and Motion  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.  Know that certain actions produce predictable results.  Communicate their awareness of changes in light, sound or movement.  Make sounds using their own bodies.  Imitate actions involving main body parts.  Cause movement by a pushing or pulling action.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Questioning –**   Begins to make generalisations, connections and predictions from regular experience.   * **(SS2) Identifying and Classifying –**   Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Observation –**   Closely observes the changes that occur.   * **(SS2) Identifying and Classifying –**   Identifies some appliances that use electricity.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS2) Testing –**   Discuss what they are doing and give a reason.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.   * **(SS3) Recording –**   Makes simple records of their findings.   * **(SS3) Observation –**   Shows they have observed patterns or regular changes in features of objects, living things and events.  Makes their own observations of changes in light, sound or movement that result from actions.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language ( not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research | Living things - plants and animals  SF:   * **P4**   Explore objects and materials provided, changing some materials by physical means and observing the outcomes.   * **(SS1) Observation –**   Take part in activities focused on the anticipation of an enquiry into specific environments.   * **(SS1) Use of Equipment –**   Try out a range of equipment in familiar and relevant situations.   * **(SS1) Questioning –**   Respond to simple scientific questions.   * **(SS2) Observations –**   Recognises distinctive features of objects.   * **(SS2) Identifying and Classifying –**   Knows where features belong.  Sorts materials according to a single criterion when the contrast is obvious.   * **(SS2) Use of Equipment –**   Begin to be familiar with equipment to support scientific observations or supporting recording information.   * **(SS3) Questioning –**   Begin to develop “how” questions.  Describes changes when questioned directly.   * **(SS3) Vocabulary –**   Understands the scientific use of some simple vocabulary.   * **(SS3) Observations –**   Communicates related ideas and observations using simple phrases.  Explores and observes similarities, differences, patterns and changes in features of objects, living things and events.   * **(SS3) Identifying and Classifying –**   Describe an object they are familiar with giving several properties.  Show an awareness of a place/habitat   * **(SS3) Recording –**   Makes simple records of their findings   * **(SS3) Observation –**   Shows they have observed patterns or regular changes in features of objects, living things and events.  Explain differences between events, living things, objects.   * **(SS3) Testing –**   Plan a simple activity and say/ demonstrate what they are going to do  Adult will model to learners how to evaluate their work by asking and answering supporting questions, for example: “what can be done differently?”, “how can I improve this?”, “what/who can help me?”.  Describes the results of actions and begin to compare results.  Try to explain the reason for their results.  Repeat actions to see if results can be repeated  **SF and F**   * **(B1) Questioning -**   Begin to use questions beginning with Why and What? unprompted.  Ask relevant questions on their observations.  Answer simple questions on their observations. e.g., why does Ice feel wet? Because it is cold. (Not always correctly).  Answer questions about how they will know if something has worked (not necessarily correct).   * **(B1) Testing**   Start to understand and answer questions on fair testing using Yes or No.   * **(B1) Identifying and Classifying**   Group and classify items using own agenda.  Sort and group information giving more detailed explanations.   * **(B2) Questioning –**   Ask relevant questions using more descriptive language on their observations.  Answer questions about how they will know if something has worked using more descriptive language.   * **(B2) Observation –**   Answer simple questions on their observations. With more accuracy.   * **(B2) Testing -**   Start to understand and answer questions on fair testing using Yes or No with reasons (not necessarily correct).   * **(B2) Identifying and Classifying**   Group and classify items using own agenda, using more descriptive language (not necessarily correct).   * **(B2) Data -**   Sort and group information using ICT on some occasions.   * **(B3) Questioning**   Begin to use questions beginning with Why, What and How and which? Unprompted.  Asking questions that are relevant using more technical language on their observations.  Answer questions about how they will know if something has worked using more technical language.   * **(B3) Observations –**   Answer simple questions on their observations. With more accuracy and using more descriptive and technical language.   * **(B3) Testing**   Start to understand and answer questions on fair testing using Yes or No with reasons using more technical language.   * **(B3) Identifying and Classifying**   Group and classify items using own agenda and by using more technical language.   * **(B3) Data -**   Sort and group information using own pictures/photos/recordings.  **F**  **M1/ M2**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data   **M3/ M4/ M5**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings   **M6**   * Questioning * Observation * Use of Equipment * Testing * Identifying and Classifying * Data * Reporting on Findings * Research |
| **History/ Geography/ RE** | History - Christopher Columbus  Geography – Maps, Using points of compass and grid references    Islam and pilgrimage | Local geography and history – Croydon  Places of Worship  Easter | Recent History  Journey of Life – exploring changes |
| **DT** | Food Technology - New foods, new recipes  **Design, Make, Evaluate, Technical Knowledge.**  Nutrition and healthy eating, adapting recipes to healthy choices, look at vegetarian , vegan, etc. make foods our children can eat. | Buildings and structures  **Design, Make, Evaluate, Technical Knowledge.**  Use Construction materials - how to: attach, make stronger, bend. Use to create building model or sculptures. Explore interesting shapes of buildings-how were they made? | Horticulture Research, design and create for mini enterprise  **Design, Make, Evaluate, Technical Knowledge.**  Build with variety of materials clay, balsa wood, card, plaster bandage, create garden ornaments, chimes, Mosaic tiles, pots etc. |
| **PSHE** | All about me  Relationships  Sex Education | Keeping safe – road safety, water safety, say no to strangers, | Mini enterprise (team work and leadership) |
| **Computing** | Computer Science  **Computational thinking, solving problems, sequences and writing programs.**  **Bridging 1 onwards**  Discover different simple one and two instruction and the outcome.  Create a sequence of events and discover the beginnings/middle and the end. Story boards.  Explore different devices.  Follow patterns relating to the topic.  Create your own patterns.  To follow instructions – discover how to make a smoothie or a recei  **Pebble 7 – SS**  I can discover how to make a smoothie with support.  How to work the washing machine with support and sort out the clothes.  **Pebbles 1-7**  Sensory based activities related to the theme. | Digital Literacy  **Online safety, online communication, and collaboration, solving problems by using technology.**  **Bridging 1 onwards**  E-safety  Celebrate safer Internet Day – February  Take appropriate photos.  Looking at information on the internet using searches about the world around us.  Watch a video about how to keep safe.  Explore different feelings and explore being kind online.  Roleplay basic, manners in everyday life and around the world.  **Pebble 7 – SS**  Continue to recognise and label themselves in individual and group photos or acknowledge own name.  Play a favourite music from around the world and enjoy a positive about online content.  Start to look at the differences between real life and on screen items, people around the world.  **Pebbles 1-7**  Sensory based activities linked related to the theme. Story massage, mindfulness feeling safe. | Information Technology  **Understanding how information is used and shaped.**  **Bridging 1 onwards**  Digital Art and Design activities relating to the topic. Using different software and explore.  Look at different types of ICT equipment.  Create a picture book relating to the topic:  Use a digital device/take photos/film.  **Pebble 7 – SS**  Create a basic drawing or art using technology.  Explore mouse/switch/touch skills on different software.  Move the mouse/trackpad or scan to move around the screen.  **Pebbles 1-7**  Sensory based activities related to the theme. |
| **Art** | Discovering artists and art movements  Surrealism- Salvador Dali, Expressionism- Pablo Picasso, Pop Art-Andy Warhol.  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others. (i-pads, apps, image distortion, painting using colours to show emotions,)  Pop art Warhol-take a selfportrait, then alter it with apps on ipad or print off in Black and white and add bright colours.  (ICT, portraits, colour, painting, printing.) | **Exploring building design and lettering** (Hundertwasser, famous buildings Taj Mahal, City scapes)  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others.  (Collecting images, make a collage of buildings, making cityscapes and buildings out of Junk, paint it all light then use lights to shine on it and take photographs.)  ( Collage, junk modelling, sculpture, photograph | Exploring political and motivational art  (Diego Rivera, Ai WeiWei. Barbara Kruger, Banksy) Graffiti, Political slogans, Murals.  1. Look at Art  2. Make work based on the Art looked at.  3. Say what you like /don’t like about your work and the work of others.  Collect lettering and make own slogans, could be based on words that describe you, or about something you care about. Print a poster, t’shirt, or make a mural.  (lettering, stencils, print, colour, paint) |
| **Music** | Exploring how sounds are made | Exploring different genres of music | Exploring protest songs |
| **PE** | **Dance – Space**  **SS2 onwards**  Gestures, pathways , levels  Basic compositional choreography – side by side, face to face, back to back  Work in a pairs, trio  Waiting turns when working with partner  Wait and watch others performances.  Compare own and others’ performances  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. | **Games – Panathlon Games**  **SS1 onwards**  Panthlon games – ploybat, boccia, table cricket , bean bag target, slalom  Play simple games and follow game rules with support.  Keep score of simple games with support  Officiate adapted Panthlon games  Work in a team  Take turns and wait for turn  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. | **Games – Personal bests/ Intra class competition**  **SS1 onwards**  Taking turns in a small group.  EBI – to improve previous attempt.  WWW – commenting on others performances  Play to the rules of the activity  Celebrate others success  Keep score of simple games with support  Officiate a small group in personal best challenge  Experience competition against another class by comparing scores weekly.  **Pebble 7 – B1**  Action songs  Individual fine and gross motor skills programmes  **Pebbles 1-7**  Sensory based activities linked to music related to the theme. |