

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>We are Writers</b>	<p><b>Text</b></p> <p>Emily Brown and the Thing. The Night Gardener</p> <p><b>Ignition</b></p> <p>Going to the forest and making potions. Walk looking at trees or making own puppets of Stanley.</p> <p><b>Fiction outcome</b></p> <p>Changed story</p> <p><b>Incidental writing opportunities</b></p> <p>Instructions for potions New character description Setting description</p> <p><b>Non Fiction</b></p> <p>History Non-chron Report - Brunel</p>	<p><b>Text</b></p> <p>Katie in London</p> <p><b>Ignition</b></p> <p>Look at photo's/videos of London.</p> <p><b>Main fiction outcome</b></p> <p>Changed story</p> <p><b>Non-Fiction outcome</b></p> <p>Instructions</p> <p><b>Incidental writing opportunities</b></p> <p>Character description Setting description Diary</p> <p><b>Showcase</b></p> <p>Open Morning</p>	<p><b>Text</b></p> <p>The Princess and the White Bear King.</p> <p><b>Ignition</b></p> <p>Making gold crowns for the Princess.</p> <p><b>Fiction outcome</b></p> <p>Changed story</p> <p><b>Incidental writing opportunities</b></p> <p>Diary entry in character as the princess. New character description Setting description.</p> <p><b>Non-fiction outcome</b></p> <p>Non-fiction – non-chronological and chronological reports</p>	<p><b>Text</b></p> <p>The Frog Prince</p> <p><b>Ignition</b></p> <p>Art activity around frogs and castles.</p> <p><b>Fiction outcome</b></p> <p>Changed narrative</p> <p><b>Incidental writing opportunities</b></p> <p>Diary entry Character description Setting description</p> <p><b>Non-fiction outcome –</b> creating pamphlets and writing up investigations. (diaries; as both growing in class...)</p> <p><u>Recount</u></p>	<p><b>Text</b></p> <p>The Sweetest Song</p> <p><b>Ignition</b></p> <p><b>Fiction outcome</b></p> <p>Narrative-innovation</p> <p><b>Non-Fiction outcome</b></p> <p>Recount (recount an experience)</p> <p><b>Incidental writing opportunities</b></p> <p>Setting descriptions non-chronological report</p>	<p><b>Text</b></p> <p>The Adventures of the Egg Box Dragon.</p> <p><b>Ignition</b></p> <p>Children make their own dragon either at home or first two days back.</p> <p><b>Fiction outcome</b></p> <p>Narrative – Changed story.</p> <p><b>Incidental writing opportunities</b></p> <p>Formal letter of invitation Description</p> <p><b>Non-fiction outcome</b></p> <p>Instructions</p> <p><b>Showcase</b></p> <p>Invite parents in to Egg Box Dragon's and other</p>

	<b>Showcase</b> Winter Show					work. Children will invite parents with the letters they have written and members of CLF staff.
<b>We are Readers: End of day reads</b>	The Hodgeheg by Dick King-Smith		Term 3: The Princess and The White Bear King  Term 4: Anna Hibiscus by Atinuke (2 texts – You’re Amazing; Have Fun)		Fantastic Mr Fox by Roald Dahl	
<b>Phonics / Spelling</b>	Phase 5 revisit	No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling	No Nonsense Spelling
<b>We are Mathematicians</b>	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Addition and subtraction	Fractions Measurement: Height and length Geometry	Geometry: position Problem solving: efficient methods Measurement: time	Measurement: mass, capacity and temperature Investigations
<b>We are Scientist</b>  <b>See CLF Curriculum</b>	The Earth and Its place in the solar system	Matter, properties and measurements	Electricity	Living things and their habitats	The human body and systems	The human body and health
<b>We are Geographers</b>  <b>See CLF Curriculum</b>		<b>Locational knowledge of England and Locational Knowledge of the World</b> Skills: -simple compass directions - use atlases -World maps, atlases and globes -Simple compass directions Devise a simple map		<b>Comparison Study (South West England and Guizho, South-West China)</b> Skills: use world maps, atlases and globes Simple compass directions use aerial photographs devise a simple map with keys		<b>Changing environments (Recommendation: Local or regional studies)</b> Skills: Fieldwork

<p><b>We are Historians</b></p> <p>See CLF Curriculum</p>	<p><b>Beyond Living Memory (Era study) - Victorian</b></p>		<p><b>Changes globally in the Victorian Empire</b></p>		<p><b>The Restoration</b></p>	
<p><b>MFL</b></p>	<p>Recap greetings Classroom instructions Answer the register</p>	<p>Recap numbers to 10</p>	<p>Recap colours</p>	<p>Pets</p>	<p>Body parts</p>	<p>Food</p>
<p><b>We are Designers</b></p> <p>See CLF Curriculum</p>			<p><b>Textiles</b></p> <p>Suggested Context:</p> <p>Design a pattern on small square of fabric that could be up-scaled to a blanket, cushion etc.</p> <ul style="list-style-type: none"> <li>• Use individual designs to create one large scale final piece.</li> <li>• Design / create a 'basket' to hold specific object using weaving techniques.</li> </ul> <p>Artists: Julia Bland (weaving), Terri Friedman (weaving), Marian Clayden (dip-dye), Rebecca Mushtare (running stitch)</p>			<p><b>Mechanisms</b></p> <p>Suggested context – design a toy (Egg Box Dragon)</p>
<p><b>We are Artists</b></p> <p>See CLF Curriculum</p>	<p>Drawing and 3D</p>	<p>Print</p>		<p>Collage</p>	<p>Painting</p>	
<p><b>We are Musicians</b></p>		<p>Music day focus:</p>	<p>Music day focus:</p>	<p>Music day focus:</p>	<p>Music day focus:</p>	<p>Music day focus:</p>

See CLF Curriculum - TBC in T1						
We are Philosophers/RE  See CLF Curriculum - TBC in T1	RE day focus:	RE day focus:	RE day focus:	RE day focus:	RE day focus:	RE day focus:
We are Athletes (Real PE)	<b>Read PE</b>  Unit 1: Personal  Future Stars – Gym unit	<b>Read PE</b>  Unit 2: Social	<b>Read PE</b>  Unit 3: Cognitive	<b>Read PE</b>  Unit 4: Creative	<b>Read PE</b>  Unit 5: Physical	<b>Read PE</b>  Unit 6: Fitness
Jigsaw FVC PSHE	<b>Jigsaw: Being me</b> Learning behaviour: Aspiration/Motivation  Year B Value: Friendship Year A Value: Respect	<b>Jigsaw: Celebrating Difference</b> Learning behaviour: Collaboration  Year B Value: Fairness/Justice Year A Value: Thankfulness	<b>Jigsaw: Dream and Goals</b> Learning behaviour: Self-evaluation  Year B Value: Contribution Year A Value: Truth and Honesty	<b>Jigsaw: Relationships</b> Learning behaviour: Resilience  Year B Value: Loyalty Year A Value: Responsibility	<b>Jigsaw: Changing Me</b> Learning behaviour: Focus  Year B Value: Courage Year A Value: Kindness	<b>Jigsaw: Healthy Me</b> Learning behaviour: Curiosity  Year B Value: Forgiveness Year A Value: Humility
Computing  CLF Curriculum TBC	<b>E-safety</b> We are coders – using programmable toys. <b>Algorithms</b> Bee Bot  Barefoot resources and Scratch					