

2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World-wide knowledge links (Global citizenship)	<p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p>					
Enquiry	Was the Great Fire of London really great?	Why was Neil Armstrong brave?	Ice Age 5 ...could this happen to us?	What would it be like to live in a castle?	How can we grow our own food?	Can anyone be a hero?
Growth mindset & metacognition	I can't do it ...YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
Diversity, Inclusion and Representation	<p>Ethnically diverse characters</p> <p>Little Red and the Very Hungry Lion By Alex T Smith</p> <p>The Ghanaian Goldilocks By Dr Tamara Pizzoli</p>	<p>Cultural diversity</p> <p>Last Stop on Market Street</p> <p>The Django By Levi Pinfold</p>	<p>Neuro diversity</p> <p>Just Ask! by Sonia Sotomayor</p> <p>My Brother Charlie by Holly Robinson Peete</p>	<p>Physical disability</p> <p>Jessica's Box By Peter Carnavas</p> <p>The Black Book of Colours By Menena Cottin</p>	<p>Gender equality</p> <p>She Persisted in Sports by Chelsea Clinton</p> <p>Mae Among the Stars By Roda Ahmed</p>	<p>Refugee equal rights</p> <p>The suitcase By Chris Naylor-Ballesteros</p> <p>King of the Sky By Nicola Davies</p>
Values	Love Respect	Forgiveness Honesty	Kindness and caring Trust	Tolerance Perseverance	Responsibility Friendship	Humility

<p>Enriching experiences</p>	<p>Fire of London workshop and monument</p>	<p>Greenwich planetarium Science museum workshop</p>	<p>London Zoo</p>	<p>Windsor Castle</p>	<p>Wisley gardens</p>	<p>Wimbledon Tennis Time Travellers – KS2 National Gallery visit: Take one picture: 'Surprised!' by Henri Rousseau.</p>
<p>English Key Texts</p>	<p> The Great Fire of London</p>	<p> Man on the Moon</p> <p> I am Neil Armstrong</p>	<p> The Emperor's Egg</p> <p> Beegu</p>	<p> Rapunzel</p>	<p> Pumpkin soup</p> <p> James and the Giant Peach</p>	<p> Traction Man</p> <p> If I were in charge of the world</p>
<p>English Writing Genre Write Stuff</p>	<p>Recount Letter writing Poetry</p>	<p>Instructions Non chronological report</p>	<p>Recount Poetry</p>	<p>Biography Balanced argument</p>	<p>Story writing Newspaper</p>	<p>Persuasion Story writing</p>

<p>Maths yr 1 White Rose</p>	<p>Number: Place value (within 10) 4 Weeks</p> <p>Number: Addition and subtraction (within 10) 2 weeks</p>	<p>Number: Addition and subtraction (within 10) 2 weeks</p> <p>Geometry: Shape 1 weeks</p> <p>Number: Place value (within 20) 2 weeks</p>	<p>Number: Addition and Subtraction (within 20) 4 weeks</p> <p>Number: Place Value (within 50) (Multiplies of 2, 5 and 10 included) 2 weeks</p>	<p>Number: Place Value (within 50) (Multiplies of 2, 5 and 10 included) 1 week</p> <p>Measurement: Length and Height 2 weeks</p> <p>Measurement: Weight and Volume 2 weeks</p> <p>Consolidation 1 week</p>	<p>Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) 3 weeks</p> <p>Number: Fractions 2 weeks</p>	<p>Geometry: Position and Direction 1 week</p> <p>Number: Place Value (within 100) 2 weeks</p> <p>Measurement: Money 1 week</p> <p>Measurement: Time 2 weeks</p>
<p>Science yr 1 KENT Science</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 	<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, 	<p>Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, 	<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, 	<p>Plant Life</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees

		<p>metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>metal, water, and rock</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	
Geography Plan Bee			<p>Let's go to the Arctic</p> <ul style="list-style-type: none"> KS1 - 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. KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold 		<p>Map makers</p> <ul style="list-style-type: none"> KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, 	<p>Where do I live?</p> <ul style="list-style-type: none"> KS1 - name and locate the world's seven continents and five oceans. KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. KS1 - use basic geographical

			<p>areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and 		<p>office, port, harbour and shop</p> <ul style="list-style-type: none"> • KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • KS1 - 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 • KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its 	<p>vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> • KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • KS1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key
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			construct basic symbols in a key		surrounding environment	human and physical features of its surrounding environment
History Plan Bee	<p>Great Fire of London</p> <ul style="list-style-type: none"> KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<p>Intrepid explorers</p> <ul style="list-style-type: none"> KS1 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 		<p>Castles</p> <ul style="list-style-type: none"> KS1 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods KS1 - significant historical events, people and places in their own locality 		
Art & Design Plan Bee	<p>Sparks and Flames (Art)</p> <p>KS1 - to use a range of materials</p>	<p>Flying Kites (or rockets)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and</p>	<p>Paper Art (Art)</p> <p>KS1 - to use a range of materials creatively to</p>	<p>Making Homes (DT)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and</p>	<p>Eat more fruit and vegetables (DT)</p> <p>KS1 - design purposeful, functional, appealing products for</p>	<p>Henri Rousseau (Art)</p> <p>KS1 - to use a range of materials</p>

	<p>creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - evaluate their ideas and products against design criteria</p>	<p>design and make products</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>	<p>creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
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Computing	<p>Computing systems and networks – Technology around us</p> <ul style="list-style-type: none"> Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by 	<p>Creating media – Digital painting</p> <ul style="list-style-type: none"> Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a 	<p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify 	<p>Grouping data</p> <ul style="list-style-type: none"> This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in 	<p>Creating media – Digital writing</p> <ul style="list-style-type: none"> Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and 	<p>Programming B – Programming animations</p> <ul style="list-style-type: none"> Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use

	<p>developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p>range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p>	<p>mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p>programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
<p>Music</p>	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your 	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen 	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen and play your own answer 	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen 	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen 	<ul style="list-style-type: none"> • Listen and clap back then listen and clap your own answer. • Using your voices and instruments, listen and sing back, then listen

	own answer using 2 notes, Take it in turns to improvise.	and play your own answer using 2 notes, Take it in turns to improvise.	using 2 notes, Take it in turns to improvise.	and play your own answer using 2 notes, Take it in turns to improvise.	and play your own answer using 2 notes, Take it in turns to improvise.	and play your own answer using 2 notes, Take it in turns to improvise.
PE	Personal	Social	Cognitive	Creative	Physical	Fitness
PSHE PATHS	<p>Internet safety and harms – link to computing</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • where and how to report concerns and get support with issues online. 	<p>Mental wellbeing – link to anti-bullying week</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p>Health and prevention</p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 	<p>Health and prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<p>Mental wellbeing – link to mental health awareness week</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<p>Physical health and fitness –</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

<p>RE TWTL</p>	<p>God's Great Plan Recognise religious stories. Recognise religious beliefs. Say what they wonder about. Creation story Noah and the Flood</p>	<p>Mary, Our Mother Recognise religious stories. Reflect quietly To be able to talk about the hymns they sing and the prayers they say. Story of the birth of Jesus</p>	<p>Families & Celebrations Recognise religious stories. Recognise that people act in a particular way because of their beliefs Describe different roles of some people in the local, national and global Church. Recognise religious signs and symbols used in worship, including the celebration of the sacraments. Jesus in the Temple Baptism</p>	<p>Following Jesus Recognise religious stories. Talk about their own feelings, experiences and the things that matter to them. Reflect quietly Listening to a different point of view Story of the Samaritan</p>	<p>The Resurrection Recognise religious stories. Recognise religious signs and symbols used in worship, including the celebration of the sacraments. Talk about their own feelings, experiences and the things that matter to them. The Easter Story</p>	<p>Miracles Recognise religious stories. Recognise that people act in a particular way because of their beliefs Say what they wonder about. The Wedding at Cana Jesus healing the sick</p>
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