



	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
	<p>Troll Swap by Leigh Hodgkinson</p> <p><b>Writing outcome</b> Fiction: story with focus on characters</p>	<p>The Owl who was afraid of the dark by Jill Tomlinson</p> <p><b>Writing outcome</b> Non-chronological report: report about owls</p>	<p>Dragon Machine by Helen Ward</p> <p><b>Writing outcome</b> Fiction: story with adventure focus Extension: Instructions</p>	<p>Major Glad, Major Dizzy by Jan Oke</p> <p><b>Writing outcome</b> Recount: diary entry from point of view of a toy</p>	<p>The Last Wolf by Mini Grey</p> <p><b>Writing outcome</b> Letter: letter in role as the character persuading to save the trees</p>	<p>Grandad's Secret Giant by David Litchfield</p> <p><b>Writing outcome</b> Fiction: story with moral focus</p>
<p> Reading</p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b> <i>Introduction to The Word Collector and the link to vocabulary development.</i></p> <p>1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1d make inferences from the text <b>(INFERENCE)</b></p> <p>1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN/RETRIEVE)</b></p>	<p>1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b></p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b></p> <p>1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b></p>
	<p>Forest School (I wonder why?)</p>	<p>Everyday Materials Uses</p> <p></p>	<p>Living Things and Their Habitats Where Animals and Plants Live and Food Chains</p> <p></p>	<p>Animals Including Humans Basic Needs, Health &amp; Growth</p>	<p>Plants Growth</p> <p></p>	<p>Living Things and Their Habitats</p> <p>Habitats around the world</p>
	<p>What do my friends look like?</p> <p>Portraits</p>		<p>In 'n' out</p> <p>Weaving</p>		<p>Tell me your story</p> <p>Surrealism in art</p>	
	<p><a href="#">Computing systems and networks – IT around us</a></p>	<p><a href="#">Creating media – Digital photography</a></p>	<p>Internet safety day <a href="#">Programming A – Robot algorithms</a></p>	<p><a href="#">Data and information - Pictograms</a></p>	<p><b>MEDIA BALANCE AND WELL-BEING</b> <a href="#">Creating media – Digital music</a></p>	<p><b>PRIVACY &amp; SECURITY</b> <a href="#">Programming B – Programming quizzes</a></p>
		<p>Homes Link to history Great fire of London</p>		<p>Cooking &amp; Nutrition Eat more fruit and Vegetables Link to science</p>		<p>Fabric Bunting- Link to history</p>



				Health and Growth		1953 and the coronation of Queen Elizabeth II
	<b>Seven Continents</b>			<b>Let's go to Australia</b>	<b>Local Area</b>	
		<b>The Great Fire of London</b> 	<b>International Achievements</b> (Amelia Earheart & Neil Armstrong) 			<b>1953 and the Coronation of Queen Elizabeth II</b>
	<b>Hands, feet, heart</b> Music from South Africa, Freedom songs.	<b>Ho ho ho</b> Winter festivals & Christmas time. Creating a performance using music and dance.		<b>Zoo time</b> Song structure	<b>Friendship song</b> composition	<b>Reflect , rewind and replay</b> Revision and deciding what to perform. Listen to Western Classical The language of music.
	<b>Protective Behaviours</b>	<b>Anti-Bullying WK</b> <b>Getting to Know Me</b> <b>Playground</b>	<b>Mental Health WK</b> <b>Emotions</b> PSHE Association	<b>Relationships</b> Families	<b>Drugs Ed</b> Things that go into our Body Medicines Household Products	<b>First Aid</b> Calling 999 Asthma
 Sports Coach	<b>FUNS</b> <b>Sending and receiving using equipment</b> <b>Forest School</b>	<b>Real Gym - Gymnastics</b> <b>Moving and balancing in different ways</b> Real PE Unit 2 Social Cog	<b>FUNS / Exploring Space and Equipment</b>  <b>DANCE</b>	<b>FUNS</b> <b>Following rules and simple tactics</b>  Real PE Unit 4 <b>(GAMES)</b>	<b>FUNS</b> <b>Sending and receiving Game tactics</b>  <b>Athletics</b>	<b>FUNS</b> <b>Health &amp; Fitness</b> <b>How does my body feel?</b>  Real PE Unit 6 <b>(GAMES)</b>
 <b>R.E</b>	Why should we share and be thankful?	What is the meaning of Christmas?	How do we celebrate our journey through life?	Why are some stories special?	How should we live our lives?	What makes places special?