

Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	What makes me special?	London's Burning	Where in the world are we?	City Farms	One small step SATs Preparation and tests in May	How can I save my planet?
Avanti Values/British Values	Mutual respect	Mutual respect and tolerance	Rule of law	Individual liberty	Democracy	Recap all British Values
Lead texts	<ul style="list-style-type: none"> Can I Build Another Me? By Shinsuke Yoshitake Funnybones by Janet & Allan Ahlberg What's Eating You? by Nicola Davies and Neal Layton Super Duper You! by Sophy Henn (I) Argh! There's a Skeleton Inside 	<ul style="list-style-type: none"> Vlad and the Great Fire of London by Kate Cunningham & Sam Cunningham Toby and The Great Fire Of London by Margaret Nash & Jane Cope The Great Fire Of London by Liz Gogerly 	<ul style="list-style-type: none"> The Polar Bear by Jenni Desmond The Colour of Home by Mary Hoffman The Way Back Home by Oliver Jeffers Lila and the Secret of the Rain by David Conway 	<ul style="list-style-type: none"> Oliver's Vegetables by Vivian French and Alison Bartlett Eddie's Garden: and How to Make Things Grow by Sarah Garland Katie and the Sunflowers by James Mayhew 	<ul style="list-style-type: none"> Beegu by Alexis Deacon Field Trip to the Moon by Jeanne Willis & John Hare The Darkest Dark by Chris Hadfield & The Fan Brothers The Skies Above My Eyes by Charlotte Guillain & Yuval Zommer 	<ul style="list-style-type: none"> The Lorax by Dr. Seuss The Great Paper Caper by Oliver Jeffers Pandora by Victoria Turnbull The Last Wolf by Mini Grey Tidy by Emily Gravett

	You! by Idan Ben-Barak & Julian Frost	<ul style="list-style-type: none"> Mr Fawkes, the King and the Gunpowder Plot by Tom Bradman & Tony Bradman 	<ul style="list-style-type: none"> The Rainbow Bear by Michael Morpurgo Gregory Cool by Caroline Binch 	<ul style="list-style-type: none"> Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup Storm by Sam Usher 	<ul style="list-style-type: none"> Toys in Space by Mini Grey Man on the Moon by Simon Bartram 	
Memorable experiences	Parent presentation and whole school assembly	Drama related to Great Fire of London	Team Kenya – charity cake sale	Visit to a city farm	Space mobiles	Local area walks
Enrichment weeks		Why is Bristol so Diverse? BLM explore		Why did Greta come to Bristol? Eco explore		The Great Summer Solstice Spirituality explore
English	Narrative – familiar stories Recount – letter	Setting description of the Great Fire of London Recount – letter (of someone who was there)	Narrative – character description (Lila) Non-chronological report	Narrative Instructions on how to grow..	Non-chronological report Instructions Poetry based on space	Book review - The Lorax Narrative inspired by a story of choice – changing the ending/setting
Reading	Phonics Set 1 & 2 – Revision Sequencing Retelling Fluency	Phonics Set 3 Retrieval Expressions Taking turns and listening to others	Phonics Set 3 Prediction Patterns of language Explanation of events	Phonics Set 3 Inference Questioning Discussions	SATS revision Poetry recital Retrieval Inference	Linking different books Inferencing Retrieval
Maths	Number Place Value	Number Addition & Subtraction (cont)	Number Fractions Measurement Money	Geometry Property of Shape	Number Multiplication & Division	Number Addition & Subtraction Recap

	Number Addition & Subtraction	Number Multiplication and Division Consolidation & Assessment of Autumn Term		Number Addition & Subtraction (Recap) Statistics Consolidation & Assessment of Spring Term	Number Place Value (Recap)	Measurement Time/Length & Height Measurement Mass, Capacity & Temperature Consolidation & Assessment of Summer Term
Science	<p>Topic: Animals, including humans.</p> <ul style="list-style-type: none"> • Pupils are taught to: notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of 	<p>Topic: Living things and their habitats</p> <ul style="list-style-type: none"> • Pupils are taught to: explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of 	<p>Topic: Use of everyday materials</p> <ul style="list-style-type: none"> • Pupils are taught to: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, 	<p>Topic: Plants</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Topic: Plants (cont)</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Topic: Use of everyday materials (cont)</p> <ul style="list-style-type: none"> • Pupils are taught to: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending,

	<p>food, and hygiene.</p>	<p>different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>twisting and stretching.</p>			<p>twisting and stretching.</p>
<p>History</p>		<p>To understand events beyond living memory that are significant nationally or globally.</p>			<p>To explore changes within living memory.</p> <p>To understand the lives of significant individuals in the past who have contributed</p>	

					to national and international achievements.	
Geography			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1.</p> <p>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.</p> <p>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.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p>		<p>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 surrounding environment.</p> <p>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 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1.</p>
PSHE	Jigsaw Piece 1: Being me in my world	Jigsaw Piece 2: Celebrating differences	Jigsaw Piece 3: Dreams and Goals	Jigsaw Piece 4: Healthy me	Jigsaw Piece 5: Relationships	Jigsaw Piece 6: Special people

PE & Yoga	Games - Football Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Dance Perform dances using simple movement patterns.	Multi skills Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Gymnastics	Team challenges Participate in team games, developing simple tactics for attacking and defending.	Games - Tennis Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Music	Body percussion – how can your body make music? Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Create a variety of music to represent fire and burning. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music.	Learn about music from the different continents of the world. Pupils will listen with concentration and understanding to a range of high-quality live and recorded music.	Compose music for an English garden Pupils will play tuned and untuned instruments musically.	Create music to represent the feelings of the moon landings Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music.	Create songs and spoken word poems about saving the planet. Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes
Religious Education (Bristol SACRE) We follow: Awareness Mystery Value (locally agreed syllabus for Bristol)	Who are we? Unit 1 - AMV	Why are some times special? Why are some stories special? Unit 2 & 3 - AMV	Where do we belong? How do we celebrate our journey through life? Unit 4 & 5 - AMV	How should we live our lives? Unit 6 - AMV	Why are some places special? Why is our world special? Unit 7 & 8 - AMV	Why are central figures of religion important? Unit 9 - AMV
Computing	Coding	Online safety	Questioning	Effective searching	Making Music	Presenting ideas

	To understand how blocks of code create an algorithm and what a bug is.	To understand how to be safe when searching the internet. Spreadsheets To understand the format of rows and columns within a spreadsheet and how these form a table	To understand that a binary tree creates a format for answering questions	To understand the functions of a search engine Creating Pictures To know that artists use technology to create art	To understand how to manipulate sounds using technology to insert sound files	To know that technology can be used to create a range of multimedia, such as a quiz. Graphing To know how to present data using technology to produce a graphical format
Design Technology Design Make Evaluate Technical knowledge	Make your own home/animal home Children will have the chance to share what their home looks like and where they live		Cooking dishes from around the world. <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. 		Children will make a lunar vehicle with a winding mechanism.	
Art & Design	Self-portraits. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Light and dark pictures. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Sunflowers – Van Gough Learn about the work of a range of artists, craft makers and designers, describing the differences and		

