

Subject	Autumn	Spring	Summer
<p><b>English</b></p>	<p><b>Narrative: Familiar themes</b>            To develop pleasure in reading and motivation to read.            To listen to and discuss a range of familiar stories at a level beyond that at which can be read independently.            To retell a range of familiar stories and discuss the sequence of events in books.            To describe settings and characters in a story.            To use story structure to write about own experiences in the same / similar form.            To use the language of time to structure events.</p> <p><b>Information Texts</b>  <b>Topic: First Landing on the Moon</b>            To be introduced to non-fiction books, which are structured in different ways.            To use dictionaries and glossaries to locate words, by using initial letter.            To use other alphabetically ordered texts.            To make class dictionaries and glossaries of special interest words, linked to topics.            To read and discuss non-fiction texts, identifying how they are structured.            To write a short report, or information text.            To use a 'non-fiction' text and produce an information text, using a main heading, with pictures, captions, labels.</p> <p><b>Instructions</b>            To follow a series of simple instructions correctly and give oral instructions in the correct sequence.            To read and follow a simple sequence of instructions.            To identify key features of written instructions.            To write a series of instructions, including diagrams.</p> <p><b>Poetry: Patterns</b>            To explore how particular words are used, including words and expressions with similar meanings.            To listen to, read and perform poems, identifying different patterns in their language use and structure.            To understand how to play with interesting and inventive language choices, to create or continue particular patterns.            To create a simple poem, or continue a pattern.            To write a poem about the Moon.</p> <p><b>Spelling and sentence structure.</b>  <b>See National Curriculum 2014.</b></p>	<p><b>Narrative: Traditional Stories</b>            To develop pleasure in reading by retelling a wider range of stories, fairy stories and traditional tales.            To understand the books that they listen to by making inferences about what is being said and done.            To answer and ask questions, predicting what might happen on the basis of what has been read so far.            To write simple and compound sentences.            To learn how to use sentence punctuation, expanded noun phrases and the present and past tenses correctly.            To write a narrative in the past tense, using a range of connectives, sentence punctuation and noun phrases.            To create their own version of a traditional tale, based on a given scaffold showing sequence of events.            To re-read story to check it makes sense.</p> <p><b>Non-chronological Reports</b>  <b>Topic: Kenya</b>            To learn about the country of Kenya by using a range of non-chronological texts, alongside traditional stories, with an African theme.            To discuss books and explain the organisational features of texts, including alphabetical order, layout and captions.            To comment on important aspects of a text.            To look at non-fiction books to retrieve information.            To write a short report with one or two sub-headings.</p> <p><b>Information Texts</b>  <b>Topic: Two Famous Nurses</b>            To read and discuss non-fiction texts, identifying how they are structured.            To write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions.</p> <p><b>Poetry: Amusing Poems / Story Poems</b>            To read and perform poems and discuss structure.            To write a poem, using a writing frame.</p> <p><b>To use a range of strategies for word recognition when reading and apply spelling rules when writing.</b></p>	<p><b>Narrative: Dick King-Smith</b>            To read independently and with increasing fluency longer and less familiar texts.            To talk about a text and explain their reaction to it.            To make inferences about characters and use the text to support their answers.            To plan and write a sustained story.            To use the past tense, third person and include some dialogue and detail to add interest.</p> <p><b>Information Texts</b>  <b>Topic: Seaside Holidays in the Past</b>            To identify the main features of a non-chronological report, including grammatical features and key vocabulary.            To evaluate non-chronological reports, expressing their views clearly and use evidence from the text.            To write a paragraph on a theme, using subheadings, key details and information to structure the text.            To organise their ideas into general themes, subheadings, key details and information and write a non-chronological report.</p> <p><b>Narrative: Extended Stories by a Significant Author</b>            To engage with books through exploring and enacting interpretations.            To make predictions about a text and discuss the way characters develop across a story.            To record the key events in a story.            To plan a story that has a logical sequence of events.            To write an extended narrative with consistent use of the past tense.</p> <p><b>To spell with increasing accuracy / confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.</b></p>

<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Drama</b>	<p>Drama lessons are planned to complement the teaching of narrative and topics.</p> <p>Familiar Stories. First Landing on the Moon.</p>	<p>Drama lessons are planned to complement the teaching of narrative and topics.</p> <p>Traditional Stories. Two Famous Nurses.</p>	<p>Drama lessons are planned to complement the teaching of narrative and topics.</p> <p>Extended Stories. Seaside Holidays in the Past.</p>
<b>Maths</b>	<p>The learning objectives in the 2014 National Curriculum are covered during the year for <b>Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry - Properties of Shapes and Position and Direction and Statistics.</b></p> <p><i>Using White Rose Maths.</i></p>	<p>The learning objectives in the 2014 National Curriculum are covered during the year for <b>Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry - Properties of Shapes and Position and Direction and Statistics.</b></p> <p><i>Using White Rose Maths.</i></p>	<p>The learning objectives in the 2014 National Curriculum are covered during the year for <b>Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measurement, Geometry - Properties of Shapes and Position and Direction and Statistics.</b></p> <p><i>Using White Rose Maths.</i></p>
<b>Science</b>	<p><b>Animals, including Humans</b> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To know why we need food, and that food can be put into different groups. To understand what eating healthily means. To collect data about our favourite food. To know that we need to exercise to be healthy. To notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Uses of Everyday Materials</b> To identify a variety of everyday materials. To investigate a range of natural materials and find out what they are used for. To investigate a range of manufactured materials and find out what they are used for. To find out how the shapes of solid objects, made from some materials, can be changed by squashing, bending, twisting and stretching. To identify materials used for building homes. To relate the properties of materials to their uses in building homes. To identify waterproof materials. To relate the properties of materials to their uses when needed for waterproofing. To find out about a famous person who developed a useful new material: Charles Rennie Macintosh. To identify natural and manufactured materials. To identify how some materials have been changed.</p> <p><b>This unit will begin in the Autumn Term, but continue into the Spring Term.</b></p>	<p><b>Plants</b> To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To plant some sunflower seeds. To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To set up a comparative test to show that plants need light and water to stay healthy. To observe and describe how seeds and bulbs grow into mature plants. To look closely at a range of flowering plants. To identify plants growing in the school grounds. To identify how new plants grow. To review what the children have learnt about plants.</p>	<p><b>Living things and their habitats</b> To explore and compare the differences between things, which are living, dead and things that have never been alive. To identify and name a variety of plants and animals in their habitats, including micro-habitats. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To 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>

Subject	Autumn	Spring	Summer
<b>Geography</b>	<p><b>Study of the Local Area</b></p> <p>To use aerial photographs to look at the school and the roads and houses near the school.</p> <p>To use aerial photographs to look at the village of Blofield Heath and the surrounding area.</p> <p>To recognise landmarks and basic human and physical features.</p> <p>To look at a map of the local area and a list of map symbols.</p> <p>To use and construct basic symbols in a key.</p> <p>To devise a simple map of Blofield Heath with a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>To 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.</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</p>	<p><b>Kenya</b></p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the World.</p> <p>To investigate where Kenya is located and what it is like, identifying the different types of landscape.</p> <p>To identify the physical and human features of Kenya and make comparisons with Blofield Heath.</p> <p>To make comparisons between life in Norfolk with a family living in a developing country.</p> <p>To learn about food, schooling, work and transport in Kenya.</p> <p>To make comparisons between living in a city, the countryside and a coastal area of Kenya.</p> <p>To find out about the weather and seasons in Kenya and compare with home conditions.</p> <p>To investigate tourism in Kenya.</p> <p>To find out about leisure activities in Kenya.</p> <p>To write a report about living in Kenya, using sub-headings.</p> <p>Curriculum links: Further activities.</p> <p>Art: To make an African mask.</p> <p>D&amp;T: To design and make an African animal glove puppet.</p>	<p><b>Going to the Seaside</b></p> <p>To name and investigate places.</p> <p>To name and locate places.</p> <p>To use geographical terms.</p> <p>To use maps and atlases.</p> <p>To name some favourite seaside activities.</p> <p>To conduct a survey.</p> <p>To identify the main features of the seaside.</p> <p>To create a 'mind map' to collect information.</p> <p>To use maps and atlases.</p> <p>To identify the main features of a seaside location in a view and on a map.</p> <p>To use maps and aerial photographs.</p> <p>To use secondary sources to find out information.</p> <p>To develop awareness of the wider world.</p> <p>To write a short non-chronological report.</p>
<b>History</b>	<p><b>First Landing on the Moon</b></p> <p>To introduce an event that had global significance.</p> <p>To find out about an important event and understand where it fits within a chronological framework.</p> <p>To use drama techniques, to encourage children to use their imagination to visualise a real event.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To learn more about an important event.</p> <p>To learn about the key people involved in an important event.</p> <p>To create an information sheet about an important event.</p> <p>To review what is now known about an important event.</p> <p>To use words and phrases, which relate to the passing of time and use a wide vocabulary of everyday historical terms.</p>	<p><b>Two Famous Nurses</b></p> <p><i>Why do we remember Florence Nightingale and Edith Cavell?</i></p> <p>To identify people from the present and past who are famous.</p> <p>To consider how people became famous.</p> <p>To ask questions about Florence Nightingale and Crimean War.</p> <p>To write a paragraph about Florence Nightingale / Going to the Crimea.</p> <p>To locate sites of the Crimean War on a map.</p> <p>To use pictures to recount the main events in the life of Florence Nightingale.</p> <p>To compare conditions in the hospital at Scutari during the Crimean War with modern hospitals today.</p> <p>To infer information from pictures of the past and recognise similarities between clothing today and a long time ago.</p> <p>To find out about conditions in the Crimea and identify the nurses' achievements.</p> <p>To identify why Florence Nightingale is remembered today.</p> <p>To ask relevant questions about being famous.</p> <p>To ask questions / find answers in a non-fiction text.</p> <p>To use pictures to recount main events in the life of Edith Cavell.</p> <p>To identify why Edith Cavell is remembered today.</p>	<p><b>Seaside Holidays in the Past</b></p> <p>To ask questions about holidays in the past.</p> <p>To locate postcards / photos of seaside resorts on a map of the UK.</p> <p>To write a short report.</p> <p>To organise some information and create a timeline, showing how swimming costumes have changed since 1925.</p> <p>To write a short report on the differences between beach clothes today and 100 years ago.</p> <p>To write a report with subheadings about Victorian Holidays.</p>

Subject	Autumn	Spring	Summer
<b>Computing</b>	Skills. Coding. Word processing skills. Creating a picture. Online Safety - ongoing programme.	Coding. Finding information. Word processing skills. Creating pictures. Online Safety - ongoing programme.	Coding. Planning routes. Word processing skills. Creating pictures. Online Safety - ongoing programme.
<b>RE</b>	What families believe about God. Expressions of Belief. Nativity Play. Christmas.	Symbols and Artefacts. Teachers and Leaders. Easter.	Books and Stories. Belonging and Community.
<b>PSHE</b>	Relationships and Sex Education: Who are we like? Go-Givers.	Drug Education: Keeping safe at home. Go-Givers.	Relationships and Drug Education: Friends. Gender Stereotyping. Families of all kinds.
<b>Art &amp; Design</b>  <b>D &amp; T</b>	<u>Linked to topics</u> <b>Local Area:</b> Birds with birds-eye view of area. Aerial patterns. <b>Artist Study:</b> Claude Monet. <b>The Moon:</b> Moon picture with paint and tissue paper. Design a rocket.	<u>Linked to topics</u> <b>Kenya:</b> Patterns, linked to end papers in traditional stories. Masks Glove puppets (felt) - also linked to traditional stories. <b>Pointillism:</b> Technique studied with work of various artists.	<u>Linked to topics</u> <b>The Seaside:</b> Shells Ice cream cones.
<b>PE / Games</b>	Multisports skills. Dance. Gymnastics.	Multisports skills. Gymnastics. Tennis skills.	Athletics. Gymnastics. Dance.