

**Term 1 – Where in the World?**

	Year 1 – 2 2015-2016	Year 1 – 2 2014-2015	Year 2 – 3 2015-2016	Year 3 – 4 2014-2015	Year 5 – 6 2015-2016	Year 5 – 6 2014-2105
English	<b>Fiction:</b> Traditional tales from the UK	<b>Fiction:</b> Traditional tales from around the world. (2/3weeks)	<b>Fiction:</b>	<b>Fiction:</b> Stories from different cultures European fairy tales Monkey See, Monkey Do	<b>Fiction:</b> Stories from other cultures Play scripts and letters	<b>Fiction:</b> Shakespeare (focus on drama) Narrative writing – comparing play scripts to narrative
	<b>Non-Fiction:</b> Explanation texts (2/3 weeks)	<b>Non-Fiction:</b> Explanation texts (2/3 weeks)	<b>Non-Fiction:</b> Information texts – booklets/leaflets on London - tourist	<b>Non-Fiction:</b> Explanation/Information texts – river systems, oxbow lakes, waterfalls	<b>Non-Fiction:</b> Holiday brochures – persuasive writing	<b>Non-Fiction:</b> Non-chronological report – holiday leaflet based on residential trip Letter writing – formal letters
	<b>Poetry</b> Structure – list poems, write and perform own versions.	<b>Poetry:</b> Structure – calligrams (1 week)	<b>Poetry:</b> Concrete shape poems with links to countries	<b>Poetry:</b> Exploring form – theme – rivers Nonsense poetry	<b>Poetry:</b> Poetic style	<b>Poetry:</b> Create poem based on Shakespeare text
	<b>Grammar:</b> Using familiar and new punctuation correctly. Sentences with different forms. Past and present tense. Using connectives (clauses) <b>Handwriting:</b> Forming-lower case letters correctly. Using joins correctly. Writing capital letters and digits of the correct size and orientation. Use spacing between words	<b>Grammar:</b> Using familiar and new punctuation correctly. Sentences with different forms. Past and present tense. Using connectives (clauses) <b>Handwriting:</b> Forming-lower case letters correctly. Using joins correctly. Writing capital letters and digits of the correct size and orientation. Use spacing between words.	<b>Grammar:</b> To use the term “verb” appropriately and to understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them. Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i> To use the term “adjective” appropriately and to understand the function of adjectives in sentences through: Identifying adjectives in shared reading Discussing and defining what they have in common i.e. words which qualify nouns Experimenting with	<b>Grammar:</b> To understand and use the term “tense” in relation to verbs To know that tense refers to time To know that one test of whether a word is a verb is whether or not its tense can be changed To compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in future tense To develop an awareness of how tense relates to purpose and structure of text To understand and use speech punctuation	<b>Grammar:</b> To investigate word order by examining how far the order of words in sentences can be changed: Which words are essential to meaning Which can be deleted without damaging the basic meaning Which words or groups of words can be moved into a different order To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes To construct sentences in different ways, while retaining meaning through: Combining 2 or more sentences Re-ordering them Deleting or substituting words Writing them in more telegraphic ways	<b>Grammar:</b> To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing Transforming a sentence from active to passive and vice-versa To note and discuss how changes from active to passive affect the word order and sense of a sentence To investigate further the use of active and passive verbs To know how sentences can be re-ordered by changing from one to the other To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i> To understand the term “impersonal voice” and to be able to write in this style



Geography	<p><b>Geography:</b> Name and locate four countries of the UK Use atlases and globes to locate capitals in UK Identify seasonal/daily weather patterns in UK. Use basic geographical vocabulary to refer to local and familiar features Use four compass directions</p>	<p><b>Geography:</b> Name and locate world's continents. Compare local area with a non-European country: Australia Passports Use basic vocabulary to describe a less familiar place Maps, globes, aerial images Fieldwork observations</p>	<p><b>Geography:</b> Locate countries around the world – Europe – where have you been on holiday? Human and physical features – capital cities.</p>	<p><b>Geography:</b> Describe and understand climate and rivers Use fieldwork to observe, measure and record Name and locate continents and major mountains and rivers</p>	<p><b>Geography:</b> Name and locate countries, cities and features of the UK Greece – region of Europe. Latitude and longitude map work Compare Greece and UK land use Rivers and mountains Economic activity - tourism</p>	<p><b>Geography:</b> Naming and locating continents and oceans, and major atlas features Aerial photography and Google maps. OS maps – 4 figure grid reference up to 6 figure grid reference. Study of human and physical geography</p>
RE	<p><b>RE:</b> RE Discovery-Christianity Does God want Christians to look after the world?</p>	<p><b>RE:</b> RE Discovery-Christianity Is it possible to be kind to everyone all of the time?</p>	<p><b>RE:</b> RE Discovery-Sikhism Does joining the Khalsa make a person a better Sikh?</p>	<p><b>RE:</b> RE Discovery – Judaism How special is the relationship Jews have with God?</p>	<p><b>RE:</b> RE Discovery- Hinduism What is the best way for a Hindu to show commitment to God?</p>	<p><b>RE:</b> RE Discovery - Islam What is the best way for a Muslim to show commitment to God?</p>
Computing	<p><b>Computing:</b></p>	<p><b>Computing:</b> We are treasure hunters. Using programmable toys.</p>	<p><b>Computing:</b> Using Office Suite and Rising Stars unit</p>	<p><b>Computing:</b> Using Office Suite and Rising Stars unit</p>	<p><b>Computing:</b> Using Office Suite and Rising Stars unit</p>	<p><b>Computing:</b> Using Office Suite and Rising Stars unit</p>
Art/DT	<p><b>Art:</b> Use a range of materials – drawing and painting. Based on the work of a UK artist using picture references</p>	<p><b>Art:</b> Use a range of materials and techniques from different countries. Aboriginal art and cave paintings.</p>	<p><b>Art:</b> Use sketch books to collect, record and evaluate ideas</p>	<p><b>Art:</b> Use sketch books to collect, record and evaluate ideas Architecture – London – key buildings. Patterns and designs</p>	<p><b>Art:</b> Theatre masks – Greek tragedy/comedy – sketch designs Design/sculpture using different materials</p>	<p><b>Art:</b> Monet – exploring style and impressionism (linked to residential – real life examples) Painting real life landscape images in style of Monet's water lilies</p>
	<p><b>DT:</b></p>	<p><b>DT:</b> Design purposeful, functional &amp; appealing products. Design and make a didgeridoo.</p>	<p><b>DT:</b> Structures – design and build Tower Bridge, London Eye, Big Ben London fashion week – hat design Changes in food in London</p>	<p><b>DT:</b> Art this term.</p>	<p><b>DT:</b></p>	<p><b>DT:</b> Art this term.</p>
Music	<p><b>Music:</b> Singing – songs &amp; nursery rhymes from across Europe and the UK Learn new songs about our own bodies and our immediate environment</p>	<p><b>Music:</b> Exploring traditional songs from across the world (inc. Africa, Australia &amp; Europe). Accompanying songs using untuned percussion focusing on use of pulse &amp; rhythm.</p>	<p><b>Music:</b> London songs – traditional – Lambeth Walk, musicals, Cockney songs</p>	<p><b>Music:</b> River music – composition of a river journey; exploring sounds and images connected with rivers. Listening to music connected with water and rivers.</p>	<p><b>Music:</b> Music around the world Play/compose Greek style melodies Listen to Greek music – folk music</p>	<p><b>Music:</b> Ostinato: identifying and using repetition in composition; Study Ravel's Bolero; Composition based on ostinato patterns; Using Incredibox.com to create a capella ostinati</p>

PE	<b>PE:</b> Games Dance – Handa’s Surprise Gym – bouncing, jumping and landing	<b>PE:</b> SCL sports Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination ☑ Participate in team games	<b>PE:</b> Competitive games	<b>PE:</b>	<b>PE:</b>	<b>PE:</b> Dance Competitive games
MFL	<b>French:</b>	<b>French:</b>	<b>French:</b> Clothing – what would you pack in your suitcase?	<b>French:</b> Numbers, colours, clothing – consolidation of basics.	<b>French:</b> Direction Ou habite tu?	<b>French:</b> All About Me: Who are you?