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| **7Cs focus** | **Autumn term: 1 ‘C’ per week** |  |  |  |  |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Whole school Weeks** | Maths/Art week | Outdoor Classroom Day – 1st NovemberAnti-bullying week | Mental health week | Book week(Books at Bedtime): Science week | Well-being/anti-bullying week Outdoor week | Sports day/week |
| **Events** | Harvest FestivalSt Francis Day: 4th OctoberSpanish day | Prayer spaceWorld Kindness Day – 14th November | Safer Internet dayNational Handwriting DayRandom Acts of Kindness Day: 17th Feb | Prayer spaceWorld Poetry Day | Walk to School week | First Holy Communion |
| **Driving subject & catchy title** | We are super heroes | Life in the Dark | Secret Kingdoms  | Enchanted Wood  | Extreme Earth  | Food Glorious Food  |
| **HOOK** | Designing own Super Hero | Visitor with owl for children to see | Look at artefacts from the stone Age. | Children to make their own mini garden using box, soil, plants, stones etc.  | Watch a news report on a mini earthquake asking for the children’s help to find out more about them.  | Food tasting afternoon |
| **FABULOUS FINALE** | Super Hero dress up day | Night Walk around school | Priest House visit | Kinson Common nature trail  | Children make erupting volcanoes.  | Chocolate and smoothies |
| **Outdoor Learning** | Children learn about forces by visiting the park to test out push and pull forces.  | Parent night walk | Cave painting/ chalks on playground | Kinson CommonOutdoor maths  | Outdoor maths  | Outdoor maths  |
| **English skills:****Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation** | Non Fiction: 2 weeks . How to be a super hero Potion, instructions Specific skill: Adverbs Fiction: 2 weeks Poetry: Super hero poems 1 weekSpecific skill: Onomatopoeia | Non Fiction: 2 weeks Non chronological report nocturnal animalsSpecific skill: conjunctionsPoetry: 1 week Nocturnal animals riddles/Christmas poetry/Magic BoxSpecific skill: Alliteration Fiction: 3 weeks The lost Present Specific skill: Sentence of 3 for description | Fiction: 2 weeks Stone Age Boy storySpecific skill: Short simple sentences. Non Fiction: 2 weeks How to wash a wooly mammoth Instructions Specific Skill: Poetry: 1 week Spring poems Specific Skill: Similes | Fiction: 2 weeksEnchanted Land storySpecific Skill: ExclamationsNon Fiction: 2 weeksDiary Entry of the Faraway Tree charactersSpecific Skill: varied sentence startersPoetry: 1 week RiversSpecific skill:  |  Fiction: 2 weeks Adventure stories. Non Fiction: 2 weeks Letter writing  | Non Fiction: 2 weeks Smoothie instructionsFiction: 2 weeks Charlie and the chocolate factory charactersFiction: 2 weeks Charlie and the chocolate factory inventing room |
| **Maths****skills** | Addition Subtraction Place Value  | Multiplication Division  | Multiplication Division Money Statistics  | Fractions Length Perimeter  | Fractions Time  | Properties of Shape Mass Capacity  |
| **Religious Education****skills** | Creation Sacraments (assess) Use of religious vocabulary; make links between stories & beliefs. Compare our ideas and answers about difficult questions.  | ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. Make links how feelings and beliefs affect behaviours.  | Christmas Revelation (assess) Make links how feelings and beliefs affect behaviours.  | Judaism Week Lent Holy Week Give reasons for actions by believers. Compare our ideas and answers about difficult questions.  | Easter (assess) Pentecost Hinduism/ Sikhism Week Give reasons for actions by believers. Make links how feelings and beliefs affect behaviours.  | Mission Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. Make links how feelings and beliefs affect behaviours.  |
| **Science****skill** | ***Mighty magnets***Compare how things move on different surfacesObserve how magnets attract or repel each other and attract some materials and not othersCompare and group together a variety of everyday materials Describe magnets Make  predictionsForces: Push and pull  | **Light and dark**Recognise that we need light in order to see things and that dark is the absence of lightNotice that light is reflected from surfacesRecognise that light from the sun can be dangerous and that there are ways to protect their eyesLearn how shadows are formed | ***Animas and skeletons*** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Plants**Identify and describe the functions of different parts of flowering plants: Explore the requirements of plants for life and growthInvestigate the way in which water is transported within plantsExplore the part that flowers play in the life cycle of flowering plants | ***Rocks and soils*** Compare and group together different kinds of rocks Describe in simple terms how fossils are formed Recognise that soils are made from rocks and organic matterMake an erupting volcano  | **Nutrition** Identify that animals, including humans, need the right types and amount of nutrition to survive |
| **History****skills** | Find out about how peoples’ lives have shaped this nationResearch Super Heroes: Isaac Newton, Florence Nightingale  |  | Develop a chronological secure knowledge and understanding of British, local and world history. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.  |  |  | Research where Chocolate came fromThe achievements of the earliest civilizations – an overview or where and when the first civilisations appeared and a depth study of The Mayans and The Aztecs  |
| **Geography****skills** | . | Research where different animals live: Urban or rural. Discuss the reasons why animals choose these areas to live. Focus on Nocturnal animals. Locate the world’s countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land – use patterns; and understand how some of these aspects have changed over time.  |  | Learn about rainforests Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America. Understand the location and characteristics of a range of the world most significant human and physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.   | Describe and understand key aspects of physical geography, including: volcanoes and earthquakes  |  |
| **Design Technology****skills** | Design a repellent for a superhero enemy:Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsSelect appropriate tools and techniques.  | Design and make Christmas Pop up Cards Generate, develop, model and communicate their ideas through discussion, annotated sketches  |  |  |  | Cooking and Nutrition-Create a healthy sandwich understand and apply the principles of a healthy and varied diet  |
| **Art and Design****skills** | To research Pop Artists:To predict colour mixing results with increasing accuracyTo use paint and equipment correctly  |  |  |  |  |  |
| **Computing****skills*** E-safety
 | Coding: I can put programming commands into a sequence to achieve a specific outcome and recognize when I need to debug - Make a superhero move and then rescue from a baddyPop art - photo editingUse the internet safely and appropriately. E-safety Understand computer networks  |  |  |  |  |  |
| **Music****skills**Children will also begin learning to play the Descant Recorder, which includes learning how to read music, with associated note names, note values and Rhythm work. | Using “Animals” as a stimulus, children will learn how sounds can be used to describe different animals and how they move by using the different dimensions of Pitch, Duration, Dynamics and Tempo. They will study “Carnival of the Animals” by Saint-Saens and “Peter and the Wolf” by Prokofiev. | Children will learn and perform music for the Christmas period. They will also learn about the life and Music of **Beethoven.** They will also improve their General Musicianship Skills. | Children will create simple Rhythmic patterns and perform them with a strong sense of pulse. | Children will develop their understanding of how instruments are used to accompany songs, including Melodic and Rhythmic Ostinatos and Drones. They will perform songs with a variety of instrumental accompaniments. | Children will learn and perform music for a Summer Show. They will increase their General Musicianship Skills. They will also study Music from around the world, focussing especially on **Africa.**They will also learn about the life and Music of **Leyroy Anderson** |
| **Physical Education****skills**  | Indoor Athletics Gymnastics  | Dance Net & Wall games Swimming  | Athletics Striking & Fielding games  |
| **PSHE** **Skills** **Personal, Social & Health Education****Well-being**  | Rights and responsibilities in the wider world  | Healthy Lifestyles Keeping Safe (medicines) Anti bullying week  | Caring for the environment  | Growing and changing  | Healthy relationships Feelings and emotions  | Living in the wider world Sex Education- name body part names  |
| **Spanish****skills****Key Stage 2**  | Saying hello/goodbye, introducing yourself, asking for someone’s name, asking/saying how you are, numbers 1-10, there is/there are, some basic nouns, names of some classroom items.  | Saying what you have in your bag, asking for and giving something, saying please, thank you, you are welcome, saying if you have or haven’t got something, counting objects, the alphabet, asking and saying to spell a word.  | Classroom instructions, asking and saying what something means, numbers 11-20, some simple sums, saying how old you are, months of the year, saying when your birthday is, numbers 21-31.  |