

Spring Term- The Great Fire of London		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Half Term				
History	Question	Where did the Great Fire of London start? (Bread baking)	What was life like during 1666?	How did the Great Fire of London start? Why did the fire spread so quickly?	Who was Samuel Pepys?	How do we know about the great fire of London? (Diary Plan)	How do we know about the great fire of London? (Diary Plan)					
	Skills	I can ask and answer questions about the past.	I can identify differences and similarities between life in 1666 and life today.	I can communicate significant events from the past	I can communicate about significant people from the past.	I can communicate about significant events from the past.	I can communicate about significant events from the past.					
	Knowledge	I know that the Great Fire of London started in Farriner's Bakery on Pudding Lane in London.	I know that life today is very different from that in 1666.	I know how the fire started and why it spread so quickly.	I know that Samuel Pepys recorded the events in his diary.	I know that Samuel Pepys recorded the events in his diary.	I know that Samuel Pepys recorded the events in his diary.					
Science-	Question	What is a material? What are different materials?	What makes materials different? (Material hand)	What different materials can you find around the classroom?	What makes materials different from each other?	What material would be the best to make a house from? (3 little pigs. Chn work in 3 groups to make the 3 houses using staw, bricks and sticks)	How can materials change? (Melting experiment- ice and chocolate)					
	Skills	I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	I can describe the simple physical properties of a variety of everyday materials	I can distinguish objects from materials, describe their properties, identify and group everyday materials	I can compare and group together a variety of everyday materials on the basis of their simple physical properties	I can compare materials on the basis of their simple physical properties.	I can explain how the properties of some materials can change.					
	Knowledge	I know the names of different materials.	I know that different materials have different properties	I know that objects are made from different materials	I know that different materials have different properties which makes them better suited to different things.	I know that different materials have different properties which makes them better suited to different things.	I know that the properties of some materials can change.					
Geography	Question											
	Skills											
	Knowledge											
RE	Question	What is Christianity? What is a miracle?		What is a parable? Why did Jesus tell stories?								
	Skills	I know and understand the meaning of stories about Jesus and what we can learn from these stories.		I know and understand the meaning of stories about Jesus and what we can learn from these stories.								
	Knowledge	I can retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers.		I can retell (for example through drama or in pictures) two different stories Jesus told, considering what they mean. The Lost Coin.								
PSHE Dreams and Goals	Question	What do you do well? How are you successful?	What would you like to achieve next?	Could you help each other to achieve your goals?	How does it feel when we start to learn something new?	Is it ok to not be able to do something new straight away? (We're going on a bear hunt)	What goals did you set? Have you achieved them?					
	Skills	I can set simple goals.	I can set a goal and think about how I am going to achieve it.	I can understand how to work well with a partner.	I can tackle a new challenge and understand that this might stretch my learning	I can identify obstacles that have made it difficult to achieve something	I can identify how I felt when I succeeded in a new challenge and how I celebrated it.					
	Knowledge	I know the things that I do well.	I know how I learn best.	I know how to help my partner achieve and celebrate their goals.	I know that I might feel a certain way when I am faced with a new challenge.	I know how I feel when I see obstacles and how I feel when I overcome them.	I know how to store the feelings of success in my internal treasure chest.					
Computing	Question	How can we paint using computers?	Can you draw shapes and lines on a computer to create a picture?	Do you need to use every tool to make a picture?	Why did I choose that?	What colours and brushes would work best?	Is painting on paper the same as painting on a computer?					
	Skills	I can make marks on a screen	I can make marks with the square and line tools.	I can choose appropriate shapes. I can make appropriate colour choices. I can create a picture in the style of an artist.	I can say which tools were very helpful and why.	I can make dots of colour on the page. I can change the colour and size of the brush.	I can explain that pictures can be made in lots of different ways.					
	Knowledge	I know how to use the paint tools to draw a picture	I know how to use the shape and line tools effectively.	I know how to choose and use the appropriate tools to create a picture	I know that different paint tools do different jobs.	I know how to choose an appropriate colour and brush size.	I know there are differences between painting on paper and painting on a computer.					
Art	Question	Is charcoal the same as using a pencil?	How can I create texture using charcoal? How can I create tone using charcoal?	Who is Charles Burns? What is a silhouette?	Can you name any famous London Landmarks?	What colours could I use to replicate fire? Create a paint wash background for the silhouettes.	What shapes could you use for the buildings in London?					
	Skills	I can draw lines of different sizing using charcoal.	I can create tone and texture using charcoal.	I can say what I like and don't like about the art work of Charles Burns.	I can use observational drawing to use charcoal to draw a famous London landmark.	I can mix paint to replicate the colours of fire.	I can use charcoal to draw silhouettes of London buildings/ landmarks.					
	Knowledge	I know that charcoal has some similarities and differences to using a pencil	I know how to create tone and texture using charcoal.	I know that Charles Burns is a silhouette artist.	I know I have to keep looking closely at something when completing and observational drawing.	I know that I can use red yellow and orange to replicate fire.	I know what different shapes to use to create silhouettes of London buildings					
Design	Question	Who is Christopher Wren?	What did the houses look like during the period of The Great Fire of London?	What materials will you need to make your box model house?	What materials will you need to make your box model house?	What materials will you need to make your box model house?	Did you follow your design?					
	Skills	I can research the work of Christopher Wren.	I can design my box model to replicate a house from the period of The Great Fire of London.	I can follow my design to create my box model house.	I can follow my design to create my box model house.	I can follow my design to create my box model house.	I can evaluate my box model house.					
	Knowledge	I know that Christopher Wren was an architect involved with the repairs of St Paul's Cathedral after The Great Fire of London.	I know how to communicate my ideas through talking, drawing, templates and mockups.	I know how to build structures.	I know how to build structures.	I know how to build structures.	I know how to use my design criteria to evaluate my product.					
MFL	Question											
	Skills											
	Knowledge											
	Question	How can I identify different rhythms?	What is improvisation?	What is syncopation?	What do we mean when we say compose?	What is notation?	How could you improve your performance?					
	Skills											
	Knowledge											
	Question											
	Skills											
	Knowledge											
	Question	What are the parts of a plant?	What do plants need to grow?	What equipment do you need to plant a seed? (Planting a seed)	What different types of plants are there?	What are the four seasons of the year and what changes can we observe?						
	Skills	I can identify and describe the basic structure of a variety of common flowering plants	I can identify what a plant needs to grow.	I can identify what a plant needs to grow.	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	I can name the four seasons. I can identify changes throughout the four seasons.						
	Knowledge	I know the basic structure of common flowering plants.	I know the basic needs of a plant for growth	I know the basic needs of a plant for growth	I know the names of a variety of common wild and garden plants including deciduous and evergreen trees.	I know the name of the four seasons.						
	Question	How many countries are in the United Kingdom? What do the flags look like for these four countries?	What is the capital city of England? Where is London? Is it similar to Rawmarsh/ Parkgate? What is the place like? Is the city the same as a town?	Who is in charge of London and where are they located. (Create map with a key)	Does everyone live in the same kind of homes in London?							
	Skills	I can locate the four countries of the United Kingdom on a map. I can match the flag to each country.	I can locate the capital city of England on a map of the UK. I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?	I can devise a simple map; and use and construct basic symbols in a key.	I know how income impacts on living conditions.							
	Knowledge	I know that England, Ireland, Scotland and Wales make up the United Kingdom. I know what the flag looks like for each country.	I know where London is. I know the capital city of England is London. I know that London is a very busy city. I know that I would see lots of different people in London. I know that some people live and work in Lonon.	I know the Prime Minister is in charge of the government and is located in 10 Downing Street. I know the government is located in the Houses of Parliament. I know that the Queen of England is called Queen Elizabeth II and she lives in Buckingham Palace.	I can ask and answer geographical questions such as- What is this place like? What/ who will I see in this place? What would it be like to live here?							
	Question	An introduction to Islam. What is Islam?	Where do Muslims go to worship?	What is Ramadan? Why do Muslims celebrate Ramadan? What is a Muslim celebration?	Who celebrates Easter? Why do they celebrate Easter? How is Easter celebrated?							
	Skills	I can recall the 5 pillars of Islam		I can explore the Islamic celebration of Ramadan.	I can explore the celebration of Eid ul Fitr							
	Knowledge	I know the people that follow the religion of Islam and also known as muslims. I know why the 5 pillars of Islam are important to muslims.	I know that Muslims go to a mosque to worship their god.	I know that Ramadan is a month of fasting	I know that the Muslim festival of Eid is a big celebration at the end of Ramadan							
	Question	What does it mean to be healthy?	What is a healthy lifestyle?	Did you know that keeping your body clean is part of staying healthy?	I can understand that medicines can help me if I feel poorly and I know how to use them safely.							
	Skills	I can understand the differences between being healthy and unhealthy.	I can feel good about myself when I make healthy choices.	I can recognise that I am special so I keep myself safe.	I know how to keep safe when crossing the road and about people who can help me to stay safe							
	Knowledge	I know some ways to keep myself healthy.	I know how to make healthy life style choices.	I know how to keep myself clean and healthy, and understand how germs cause disease/ illness	I know some ways to help myself when I feel poorly.							
	Question	Can we use a computer to write?	How do you add or remove text on a computer?	Can you change what the text looks like on a computer?	Can you edit text?							
	Skills	I can open a word processor. I can recognise keys on a key board. I can identify and find keys on a key board.	I can enter text into a computer. I can use letter, number and space keys. I can use backspace to remove text.	I can type capital letters. I can identify the toolbar and use bold, italic and underline.	I can select a word by double clicking. I can select all of the text by clicking and dragging. I can change the font.							
	Knowledge	I know that I can use a keyboard and word processor to write on a computer.	I know how to add and remove text.	I know how to use the toolbar to change my text.	I know different ways I can change the text.							
	Question	Who is Vincent Van Gogh?	Is there anything you like/ dislike about Vincent Van Gogh's art work? How does their work make us feel?	What is print making?	What is print making?							
	Skills	I can research the work of Vincent Van Gogh.	I can discuss what I like and don't like about different pieces of art work. I can express how a piece of art makes me feel.	I can experiment with a variety of different materials/ objects to make prints. I can print repeating patterns.	I can experiment with a variety of different materials/ objects to make prints. I can print repeating patterns.							
	Knowledge	I know that Vincent van Gogh is a famous artist.	I know that it is ok to not like every piece of art.	I know that there are lots of different way we can print patterns.	I know that there are lots of different way we can print patterns.							
	Question	What do London buses look like? (Link to the text- Naughty Bus)	What do you like about London buses?	How am I going to make my bus move?	What equipment do you need to make your bus?							
	Skills	I can look and label the design of typical London buses	I can design my own London bus using some of the typical features of a London bus. I can draw a design to fit a given design criteria. I can draw a simple design and label the key parts of my design.	I can attach wheels to a chassis using an axel.	I can fold, tear and cut card. I can cut along straight lines and curved lines. I can use a glue gun with close supervision 1:1.							
	Knowledge	I know the different features of a typical London bus.	I know what I am going to include on my moving bus. (Template for the 2 sides of the bus)	I know that my bus needs wheels.	I know I need to follow my design.							
	Question	What is this story based on?	What is the mood of the music?	What is improvisation?								
	Skills											
	Knowledge											

MUSIC	Skills	I can use symbols to record long and short sounds.	I can sing in tune through songs and pitch matching	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can make and change sound on instruments using long and short sounds, understanding their differences.	I can use symbols to record long and short sounds.	I can perform to my class peers.		I can sing in tune through songs and pitch matching.	I can sing in tune through songs and pitch matching.	I can make patterns with sounds- using musical elements.	I can make up my own movements in response to different tempos.	I can sing in tune through songs and pitch matching.
	Knowledge	I am able to identify different rhythms using symbols.	I know what improvisation is.	I can show what syncopation is using symbols.	I know what compose and composition are.	I am able to identify what notation is and can use it in it's basic form.	I know how to improve my performance.		I am able to recap the musical story that we are learning.	I am able to identify the moods of the different pieces of music that I am listening to and put the relevant mvements into my performance.	I am able to describe what improvisation is.		
PE	Question	What is the difference between a straight and a bent leg?	Can I copy a sequence and repeat it?	How do I balance? (large body parts)	What is a teddy bear roll?	Can I jump with different shapes?	Can I use hand apparatus?		What shapes can you make with your arms?	Can i perform a cannon with my class with teacher instruction?	Can i jump with different shapes?	What is a stunt?	Can i follow a teacher led routine?
	Skills	I can keep my leg straight or bend it when stepping	I can copy basic movements and shapes	I can balance using large body parts	I can attempt a teddy bear roll safely	I can do the pin, tuck and star shapes when jumping	I can use hoops and bean bags as hand apparatus		I can copy basic arm motions	I can perform a cannon with teacher instruction	I can perform different shapes when jumping	I can attempt a knee stand with teacher assistance	I can attempt a teaacher led routine
	Knowledge	i know how to bend my leg (knee)	I know how to copy different movements and shapes (simon says)	I know how to balance with legs and torso	I know what a teddy bear roll looks like	I know to perform my shape in the air when jumping	I know how to balance, move and jump with different pieces of equipment		I know how to copy different arm motions with strong arms	i know that cannon means to go after the person next to you	i know to perform the jump shape in the air	I know what the 4 stunting positions are	I know 4 key areas we have learnt over the past 4 weeks

Summer Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half Term	Week 9	Week 10	Week 11	Week 12	
History	Question: What do explorers do? What do explorers need to take with them? Why do people explore?	Who is Neil Armstrong? (clay moon-american flag)	Where did Neil Armstrong explore? (Newspaper article)	What makes a good astronaut? (Astronaut application form/ astronaut training- link Valentina Tereshkova)	Is Neil Armstrong the only person to land on the moon? (Pictures of astronauts who have landed on the moon- sequence on a timeline)	Who is Emilia Earheart? (First woman to fly across the Atlantic solo)	How do you make a paper aeroplane. (write facts on plane about Emilia Earheart)						
	Skills: I can begin to use different sources to find out about the past	I can name explorers and what they found. I can communicate about historical events in the past.	I can communicate about significant events and significant people from the past.	I can communicate about significant events and significant people from the past.	I can place events in order on a timeline and use the correct historical language.	I can communicate about significant events and significant people from the past.	I can communicate about significant events and significant people from the past.	I can communicate about significant events and significant people from the past.					
	Knowledge: I know what an explorer is	I know that Neil Armstrong was the first man on the moon.	I know that Neil Armstrong was the first man on the moon.	I know what qualities you need to be an astronaut.	I know which order astronauts landed on the moon.	I know that Emilia Earheart was the first woman to fly solo across the Atlantic.	I know that Emilia Earheart was the first woman to fly solo across the Atlantic.						
Science	Question: What animals can you name?	Are all animals the same? How can we group animals?	What do animals eat? What is a herbivore/ carnivore/ omnivore?	What shape is the sun, moon and earth? Which is the biggest, the sun, moon or earth? (3 circles cut out moon/ sun/ earth on the right (circle and stick in size order)	What is the earth made of? (Label planet earth with land and water. Write a sentence to compare to the moon)	What happens to the sun when it is cloudy?	Why do we need to wear sunglasses when it is sunny?						
	Skills: I can name a variety of different animals	I can name a variety of animals including fish, amphibians, reptiles and mammals.	I can ask simple scientific questions	I can order the size of the sun, moon and earth	I can ask and answer simple scientific questions	I can ask and answer simple scientific questions	I can explain how/ why the sun is dangerous	I know that we need to protect our bodies from the sun. I know that the light from the sun can be dangerous					
	Knowledge: I know the names of different animals	I know that animals belong to different groups.	I know what different animals eat	I know that the sun, moon and earth are spherical.	I know that the earth and moon are made of rock. I know that earth has land, water and air and the moon does not have air or water.	I know that the sun is a source of light even when it's behind a cloud							
Geography	Question: How do explorers know where to go? How would an explorer use a map? (Treasure hunt following a map)		Can you design your own map? (Map of school)		Can you add a key to your map of the school?		How do explorers know where to go? (Practical compass lesson- chalk on the playground/ paired activity)	What is a continent? What are the 7 continents of the world?	What is the ocean? What are the names of the 5 oceans?				
	Skills: I can use and follow a simple map.		I can devise a simple map		I can use and construct basic symbols in a key		I can use compass directions (N,E,S,W) and locational language						
	Knowledge: I know how to use a simple map		I know how to make my own simple map		I know what a key is used for on a map		I know that a compass tells you which direction you are going in.						
RE	Question: Where do Christians go to worship? (Virtual tour of a church?)	Where do Christians go to worship? (Virtual tour of a church?)	Are there any difference between a church and a mosque? (Sorting activity)		How did Jesus help me? (Jesus and the ten Lepers)			Jesus: The lost coin	Jesus: the lost sheep		The prophet and the ants/ the crying camel.		
	Skills: I can identify and label the different parts of a church.	I know the names of places of worship and I know which religions the buildings relate to. I know the meanings of the symbols found on the outside of places of worship. For example, I know that when I see a cross it will be a church.	I can identify the differences between a mosque and a church.		I know and understand the meaning of stories about Jesus and what we can learn from these stories.						I know Islamic stories (The prophet and the ants and the crying camel) and why creatures of the Earth are all important to Allah		
	Knowledge: I know how to use a simple map												
PHE	Question: Who is part of your family?		What makes a good friend? What makes you a good friend?		How do you greet your friends?		Who can you ask for help if you need it?						
	Skills: I can identify the members of my family and understand that there are lots of different types of families.		I can identify what being a good friend means to me.		I can recognise which forms of contact are acceptable and unacceptable to me		I can ask for help when I need it.						
	Knowledge: I know how it feels to belong to a family and care about the people who are important to me		I know how to make a new friend. I know what makes me a good friend		I know appropriate ways of physical contact to greet my friends. I know which ways I prefer.		I know who can help me in my school community.						
Computing 1	Question: Can we use a computer to write?	How do you add or remove text on a computer?	Can you change what the text looks like on a computer?	Can you edit text?	Pen or keyboard?	What is an instruction? What do instructions tell us?	How can I carry out a task?						
	Skills: I can open a word processor. I can recognise keys on a keyboard. I can identify and find keys on a keyboard.	I can enter text into a computer. I can use letter, number and space keys. I can use backspace to remove text.	I can type capital letters. I can identify the toolbar and use bold, italic and underline.	I can select a word by double clicking. I can select all of the text by clicking and dragging. I can change the font.	I can write a message on a computer and on paper. I can compare using a computer with using a pen and paper. I can say which method I like best.	I can give instructions to my friend and follow their instructions	I can describe what actions I will need to do to make something happen						
	Knowledge: I know that I can use a keyboard and word processor to write on a computer.	I know how to add and remove text.	I know how to use the toolbar to change my text.	I know different ways I can change the text.	I know which method of writing I like best.	I know how to give and follow a simple instruction	I know what actions I need to make something happen.						
Art	Question: What is a sock alien? What does a sock alien look like? What are the key features of a sock alien?	What do you want your sock alien to look like?	What is sewing?	What equipment will you need to make your sock alien?	How will you add features to your sock alien?	Continuing making sock monster	Does your finished sock alien look like your design? Are you happy with your finished product?	Who is	What does Clay feel like?	What techniques can you with clay?	How do you mould clay?		
	Skills: I can identify the key features of existing sock aliens. I can use existing products to inform my design	I can design an appealing product for myself. I can draw and label my design	I can thread a needle. I can practice joining fabrics using a running stitch.	I can join fabrics using glue & a running stitch	I can attach embellishments to create a desired effect using glue and/ or a stitch. I can decorate textiles using buttons, beads, sequins, braids & ribbons.	I can evaluate my product against my design criteria.							
	Knowledge: I know what sock aliens look like.	I know what I want my sock alien to look like. I know that equipment I will need to make my sock alien.	I know that I will use thread and a needle to sew.	I know what equipment I need to start making my sock alien	I know I can use buttons, beads and sequins to add features to my sock alien	I know what I like about my finished product.							
MFL	Question: Do you like the song?	What instruments can you hear?	Is the piece fast or slow?	Does the song make you feel happy or sad?	Are there a lot of instruments being used or little?								
	Skills: I can sing in tune through songs and pitch matching.	I can identify the simple elements of Music.	I can identify a change in the beat.	I can identify the simple elements of Music.	I can use my body and voice to make sounds.								
	Knowledge: I am able to say whether or not I like the song and the reasons why.	I am able to identify the different instruments within the song.	I am able to describe the tempo of the Music.	I am able to describe the mood of the Music.	I am able to identify the texture of the Music.								
PE	Question: Can I throw under arm?	Can I catch using a cone?	Can I roll a ball with a partner?	Can I throw towards a target?	Can I bounce a ball with a partner?	Can I retrieve items?	Can I hop and skip?	How do I throw over arm?	How do I throw over arm?				
	Skills: I can throw a small ball with one hand	I can try to catch a small ball using a cone	I can roll a ball to a partner under control	I can throw a small ball towards a specific target	I can bounce a small ball with a partner	I can move to the middle of a ball to collect equipment for my team (Robin Hood)	I can hop on 1 foot and skip on command	I can throw a bean bag over arm towards a target	I can throw a bean bag over arm towards a target				
	Knowledge: I know how to throw using the under arm technique	I know I need to cup the ball into the cone	I know how to aim towards my partner before I roll	I know I need to aim towards my target	I know I need to be ready to catch bouncing ball	I know I take 2 pieces of equipment at a time (focus on tennis balls)	I know a relay race is when a team takes it in turns to run	I know how to hop and skip	I know I throw overarm for distance	I know I throw overarm for distance			