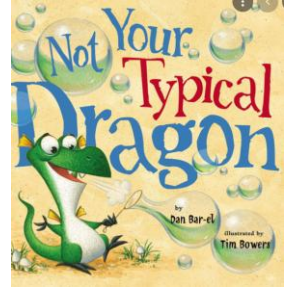
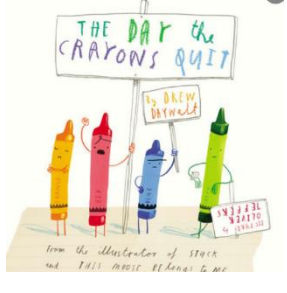
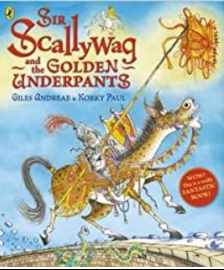
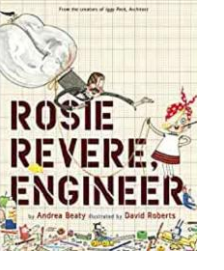
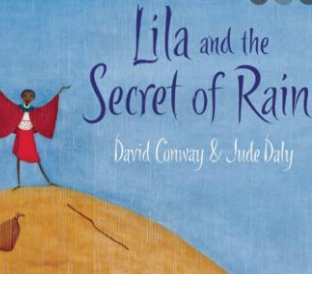



Enquiry question	I wonder what factors made the Great Fire of London so disastrous?	I wonder how we can take inspiration from artists to create a piece of abstract art.	I wonder how life was different when Queen Elizabeth I and Queen Victoria ruled	I wonder how I can use mechanisms to protect a castle?	I wonder how rural Kenya compares to rural England?	I wonder where my food comes from and how I can prepare a range of healthy dishes?
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class text	Not your typical dragon by Dan Bar El 	The day the crayons quit by Drey Daywalt 	Sir Scallywag and the golden underpants by Giles Andreae 	Rosie Revere Engineer by Andrea Betty 	Lila and the secret of rain by David Conway 	How did that get in my lunchbox? By Christine Butterworth 
English	Character description of Crispin the Dragon in the style of a wanted poster Diary entry from the perspective of someone who was in the fire	Letter from a glue stick Poetry related to colours	newspaper report narrative	instructions non chronological report (information leaflet/brochure on castles)	non chronological report (all about Africa) narrative (story retell)	persuasive leaflet diary entry
Grammar	Expanded noun phrases to describe and specify question marks and exclamation marks Capital letters and Full Stops Capital letters for personal pronouns	Co-ordinating conjunctions (using or, and, or but) Exclamation sentences Plurals Contractions	apostrophes for possession / contractions tenses- past/present subordinating conjunctions	Command sentences/ adverbs Suffixes and prefixes (ing, ed, er est) Statements	subordinating conjunctions suffixes commas in a list Suffixes (ness, less, ment, ful ly)	Question marks Commas in a list
Spelling/Phonics	Little Wandle – review and secure phase 5	Little Wandle – review and secure phase 5	Little Wandle – review and secure phase 5	Little Wandle – review and secure phase 5	Little Wandle – review and secure phase 5	Little Wandle – review and secure phase 5
Maths	Number: To know numbers to 20 Count by making 10 Numbers to 100 Recognise 10s and 1s Use a place value chart Partition and write numbers to 100 in words Count in 10s Estimate and order numbers Compare numbers Count in 2s, 3s and 5s	Number bonds to 10 Addition and subtraction to 20 Number bonds to 100 Add and subtract 1s Add across 10 Subtract across 10 Add 2 digit-numbers 10 more 10 less Be able to add and subtract Missing number problems	Recognise coins and notes Count money Choose the correct amount Make the same amount Compare amounts Add/subtract money Find change 2-step problems Recognise, make and add equal groups Introduce multiplication and number sentences	2x table and dividing Doubling and halving Odd and even numbers 10x table and divide 5x table and divide Length and height: Measure in m and cm Compare length Four operations with length and height	Fractions: Parts and whole Equal and unequal Find and recognise $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$ Find the whole Unit and non-unit fractions Recognise that $\frac{1}{2} = \frac{2}{4}$ Recognise $\frac{3}{4}$ Count fractions to a whole Time: O'clock and half past Quarter past and quarter to	Statistics: Tally cahrts Tables Block diagrams Draw and interpret pictograms 1-1, 2,5 ,10 Position and direction: Describe position and movement, Movement and turns Shape patterns with turns

		2D and 3D shapes (recognise, describe and sort)	Arrays Grouping and sharing	Mass, capacity and temperature Compare mass Measure in g and KG 4 operations with mass Compare volume and capacity Measure in ml and l 4 operations	Time past and to the hour Time to 5 minutes Minutes in an hour Hours in a day	
Science	Humans and animals	Living things and their habitats	materials	materials	plants	plants
Driver 1	History – The Great Fire of London	Art – create a piece of artwork in the style of Kandinsky	History – Comparing what life was like when Queen Elizabeth I and Queen Victoria ruled	DT – creating a castle with a moving drawbridge	Geography – compare England to Kenya	D.T Cooking – plan and prepare healthy foods
Driver focus	Causes of the fire and how it ended Sequence of events Comparing life then and now Contributing factors Why the fire spread so quickly Samuel Pepys Sources of information how they tell us different things Standalone lesson – on bonfire night gunpowder plot	Use colour, pattern, lines to create art Experiment with colours- primary and secondary and know what they are Making tones of colours Warm and cold colours Washes to form backgrounds Sculptures	Queen Elizabeth I and Queen Victoria Understand simple timelines showing reigns relative to the great fire and present day Learn about day to day life for the queen and the citizens Learn about the defeat of the Spanish Armada Comparisons between Victorian and Elizabethan time Learn about expansion of the British Empire and why it was successful Significant people from Nottingham – Jesse Boot	Use a pulley to make a moving draw bridge Explain the purpose of the design and how they will work Generate ideas, use known ideas to come up with ideas – using ICT when needed Plan and make using a range of tools and equipment, materials and components. Follow safety procedures Measure, assemble the structure Understand the characteristics of levers, wheels, sliders and axels	Location and knowledge of 7 continents and 5 oceans Place – COWWS grid for UK and Kenya Geographical vocabulary – human and manmade Using world maps, atlas, globes Identifying UK and the countries	Design functional products for a purpose and develop and communicate ideas and evaluate them Recognise ingredients and understand where food comes from Understand balanced diet and healthy eating Look at food packaging and importance of recycling Understand food hygiene and safety Food preparation: claw grip, bridge hold, grating Weigh and measure ingredients, mix shape and assemble food Heat food Serve and garnish food made To understand the sensory characteristics of food
Driver outcome	Stop motion production of the sequence of events of the GfOL narrated by the children to discuss the contributing factors. (technology day)	Create an art museum of art pieces inspired by Kandinsky – parents invited	Arguing whether life was better when queen Elizabeth was around or queen Victoria	To make a castle with a moving drawbridge	Technology – choice of doing a weather report or the David Attenborough documentary discussing the weather	Use knowledge and skills learnt to make soup

	Option to do stopmotion or toilet roll timeline or drama using puppets					
Driver 2			Art		Geography	
Driver focus			Texture and collage Printing using cut out shapes Impressed images Natural and man-made patterns and rubbings		Simple compass directions and directional language Aerial photos Draw a simple map and use symbols on a map Landmarks Map skills	
Driver outcome			Use texture and collage and impressed images to decorate and finalise the castle – making bricks / stones for the outside.		Map of the farm visited on school trip	
PSHE						
RE						
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithm	Data and information – pictogram	Creating media – Digital music	Programming B – Programming quizzes
PE	Dance	Gymnastics	Attack Defend Shoot	Hit Catch Run Send and Return	Outdoor Adventurous games	Athletics
Music						
British Values						
Enrichment	Fire engine	Dress in your favourite Colour (Monday 31 st October?) WOW art day (Friday 4 th December?)	Kings and Queens Day	Nottingham Castle (17 th April)	Kenyan Day Local area walk (natural/man made/ plants)	White Post farm - Farm to Fork