

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<b>Big Question</b>	"How has life changed in the past century?"	"Which features make each continent unique?"	"Whose reign was more important for Britain, Victoria, Elizabeth II or Charles III?"	"Where are the oceans of the world, and what makes each one special?"	"Why were the Wright brothers successful where others failed?"	"What are the similarities and differences between Norwich and Ninh Binh?"
<b>Literacy</b>	<b>Poetry</b> 'Autumn song' by John Rice. Poems about seasons book. <b>Narrative</b> Meerkat Mail	<b>Instruction</b> The Owl Who Was Afraid Of The Dark <b>Persuasion</b> Letter to Father Christmas.	<b>Poetry</b> Winter poem <b>Narrative</b> Unicorns (information text)	<b>Poetry</b> The Dragon Inside of Me <b>Information report</b> Kassim and the Greedy Dragon	<b>Narrative</b> Kassim and the greedy dragon Newspaper Report.	<b>Recount</b> Eragon's head <b>Poetry</b> The magic box.
<b>Maths</b>	<b>Baseline</b> Entry assessments.  <b>Number</b> Place Value.  <b>Number</b> Addition and Subtraction.	<b>Number</b> Addition and Subtraction.  <b>Geometry</b> Shape.	<b>Measurement</b> Money.  <b>Number</b> Multiplication and Division.  <b>Times tables</b> Counting in 2s.	<b>Number</b> Multiplication and Division.  <b>Measurement</b> Length and Height.  <b>Measurement</b> Mass, Capacity and Temperature.  <b>Times tables</b> Counting in 10s.	<b>Number</b> Fractions.  <b>Measurement</b> Time.  <b>Times tables</b> Counting in 5s.	<b>Data</b> Statistics. .  <b>Geometry</b> Position and Direction.  <b>Times tables</b> Counting in 3s.
<b>Science</b>	<b>What is science?</b> Initially, children will be learning about what it means to be a scientist. Children will begin by exploring how to think like a scientist and will establish this by experimenting to identify and describe how plants have differing needs in order to grow and stay healthy. <b>Plants</b> Children will plant fruit and vegetables and observe how they change and grow, taking measurements, making observational drawings and making comparisons between how the plants grow and change. <b>Animals including Humans</b> Children will discover the importance of hygiene for humans, including oral health and will explore what the impact will be for humans if one of their basic needs is not met. Children will develop an understanding of the importance of hygiene, food, shelter, exercise, nurture and care.	<b>Living things and their Habitats</b> The children will be looking at the seven continents in the world, and will learn about which notable animals inhabit these places, paying particular attention to what their habitats look like and how they're best suited to each continent's environment.	<b>Animals including humans.</b> The children will look again at animal groups, before taking a deeper look into their diets, and other aspects which contribute to their survival.	<b>Living things and their Habitats</b> Children will explore living things and make comparisons between living, dead and never alive. We will also explore food chains and where we belong in a food chain.  <b>Animals, including humans</b> Children will develop an understanding of the impact that humans have on wildlife and the environment. Children will develop an understanding of marine wildlife, what they need to survive and the impact climate change has upon the animals in different environments.	<b>Plants</b> The children will be able to explore a selected set of seeds, and plant them in order to observe the changes that occur as the seeds grow and change into a flower etc. We will be watching these changes closely, and discuss what these plants need to thrive. The children will be thinking about the seeds that they planted and are still growing. We will be reflecting on what they needed to grow into strong and healthy plants.  <b>Animals, including humans</b> The children will be thinking about bees, following on from their knowledge of plants. We will be thinking about how bees have an impact on other animals and also thinking about minibeasts and their habitats in our outdoor environments and beyond.	<b>Everyday materials.</b> The children will be looking once more at materials they are familiar with, and encounter most days. We will be spending each week conducting a new experiment linked to a material, to support the children in developing a clear understanding of their properties.
<b>History</b>	<b>'A Trip Down Memory Lane'.</b> children will be taking a step back in time, each lesson jumping back to another	<b>Key historical landmarks from each continent.</b> The children will be learning about the seven continents that	<b>'Monarchy. Comparing different royals'.</b> The children will learn about Queen Elizabeth II and her	<b>The history of famous art</b> The children will be exposed to famous artists and their notable work. The	<b>First Aeroplane flight.</b> The children will be introduced to the Wright brothers and their journey of	<b>How places change over time</b> The children, whilst looking at Norwich and Ninh Binh, will be exposed to examples

	decade and exploring how media, fashion, schools and buildings have changed. We will be thinking about: what are the common themes in each decade, why have changes occurred over time, can we arrange these in chronological order.	are on Earth. Whilst learning about each continent in turn, the children will be prompted to question how old some landmarks are, what they could have been used for, and how can we tell they're old. We are guiding the children to use key historical language.	reign, thinking about how we live now. The children will then zoom out and jump back to Queen Victoria's reign (touching on other royals as we go). As king Charles III is now the reigning monarch of the UK, we will be talking about the differences between key events for Charles, compared to those who reigned before,	artwork spans across many decades, so the children will be using chronological language to discuss, and order, their work.	creating the first successful planes. We will start with their planning and conceptualising of ideas, and move forward as they made several failed attempts before having a successful flight. We will be thinking about why they were successful, and how they impacted travel in the present day.	of both physical and human geography. As part of this, we will be thinking about how these environments and landscapes may have changed over time, and comparing when they were built/ by who.
<b>Geography</b>	<b><u>Can we use maps to see change in Norwich?</u></b> The children will be learning about how Norwich may have changed in the past century, and will be looking at maps to reflect these changes. Whilst comparing old and new maps (to show the development of housing, urbanisation, roads etc) the children will be exposed to, and encouraged to use, directional language and compasses.	<b><u>The seven continents.</u></b> The children will be learning about the seven continents on Earth (Asia, Africa, North America, South America, Antarctica, Europe, Australia). Each week, they will be exposed to another continent in depth, and look at the key human and physical geographical features of these places.	<b><u>Locating places on Earth.</u></b> The children will be using key geographical resources to identify where they live, and also review their prior learning of the continents, countries of the UK and their capitals.	<b><u>The five oceans.</u></b> The children will learn about a new ocean each week, building upon their knowledge of their key, identifiable factors, until they have learnt all five. The children will then create a case file of the oceans, and share facts about each.	<b><u>First Aeroplane flight</u></b> The children will, alongside their history learning, be exposed to photos and videos showing an aerial view of where the Wright brothers practised their flights, and beyond. We will be paying particular attention to what landmarks and elements of geography we can see in these maps (etc).	<b><u>Norwich &amp; Ninh, Binh.</u></b> The children will review their learning of continents and countries, which involve cities. We will be looking at Norwich and England using aerial maps and then move out of Europe into Asia, zooming in on Vietnam and finally Ninh Binh. Our main focus is comparing the human and physical geography of these two places. What is the same? What is different? How do we know?
<b>Religious Education</b>	<b><u>Why is light an important symbol of many religious believers? (Christianity, Islam &amp; Sikhism).</u></b> The children will spend time reflecting on their prior knowledge of religions and what stories, texts and beliefs were encountered in year one. Building on from this, the children will be seeking out 'light' in these religious texts/ passages and thinkin about why light is such an important, and universal, symbol.	<b><u>What does the nativity story teach Christians about Jesus? (Christianity)</u></b> The children will be learning about the nativity story, from the Bible, in more detail, paying particular attention to how each of the people from the nativity story felt at different points.	<b><u>How do Jewish people celebrate Hanukkah? (Social Human Science &amp; Judaism)</u></b> The children will be thinking about what it means to be Jewish and how they celebrate Hanukkah. Children will make comparisons between Judaism and Social Human Science, identifying similarities and differences.	<b><u>Active RE.</u></b> The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'.	<b><u>What does it mean to belong to a religious community? (Social Human Science, Christianity &amp; Sikhism)</u></b> The children will reflect and review what it means to be a Christian, and what Christians do in their daily lives. The children will then explore Sikhism and how a Sikh may spend their day. Finally, the children will compare these aspects of Christianity, Social Human Science and Sikhism, and discuss what influences their lives.	<b><u>What is 'good' and what is 'bad'? (Islam)</u></b> The children will be thinking about what Muslims believe is 'good' and 'bad', and think about what they use to know what's 'right' and 'wrong'. We will be learning about the five pillars of Islam, and the main teachings of the Qur'an.
<b>PE</b>	<b><u>Fundamentals.</u></b> The children will be introduced to a range of new games and activities which will allow them to continue to develop their fundamental skills, which are the foundations for all physical activity.	<b><u>Dance</u></b> The children will be listening to a range of music and sounds, whilst learning some basic dance moves. The children will be pulling these dance moves together to make a final dance piece.	<b><u>Gymnastics.</u></b> The children will explore a variety of different stretches, jumps, balances and rolls. We will be focusing on building these actions into a gymnastics routine, always thinking about how we can do these moves safely.	<b><u>Active RE.</u></b> The children will be invited to play a mixture of games which link to stories from the Bible's 'New Testament'.	<b><u>Ball skills.</u></b> The children will explore different games which involve balls, learn about their rules and how they can be played with their friends. We will be making sure the children are taking turns in teams and also developing those skills.	<b><u>Athletics.</u></b> The children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas

						of strength as well as areas to develop.
<b><u>ICT</u></b>	<b><u>Computing systems and networks - IT around us.</u></b> Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.	<b><u>Creating media - digital photography.</u></b> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	<b><u>Programming - robot algorithms.</u></b> Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.  <b><u>E-Safety focus</u></b> The children will be engaging with Safer Internet Day in February 2024. We always work with the children to show them how we can stay safe online, but this will be a particular focus this half term.	<b><u>Data and information - pictograms.</u></b> Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data visually using software. Learners will use the data presented to answer questions.	<b><u>Creating media - digital music.</u></b> In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	<b><u>Programming - programming quizzes.</u></b> Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
<b><u>Art &amp; Design</u></b>	<b><u>3D from the Suffolk Art Scheme.</u></b> The children will explore and represent symbolism in response to Aboriginal Art and produce 3D decorated forms. They will be able to manipulate clay to produce coils and forms in response to a story and also use clay to make imaginative forms. Also, they will be able to discuss their own work and that of others and suggest developments that could be made.	<b><u>Collage from the Suffolk Art Scheme.</u></b> The children will investigate and use collage materials and processes to communicate ideas about line, shape and colour. Work with others to develop large-scale responses. They will be able to say what they think and feel about their own and others' work and suggest ways of improving their own work.	<b><u>Drawing from the Suffolk Art Scheme.</u></b> The children will be exposed to different music, and encouraged to make marks on paper, inspired by these sounds, as well as other media. We will be taking time to reflect on our art and share what we hope to improve on, as we move through this unit.	<b><u>Paint from the Suffolk Art Scheme.</u></b> The children will be shown examples of artwork from artists around the world, and will be able to then identify key features and similarities from each artist's work. The children will be given time to create their own painting, using inspiration from the key artists from this unit to use in their own work.	<b><u>Print from the Suffolk Art Scheme.</u></b> The children will be using new tools and techniques to create tiles, imprints, marks etc with paint and other creative mediums to show the marks that different items create.	<b><u>textiles from the Suffolk Art Scheme.</u></b> The children will be using a variety of resources to create a piece of work which is made up of different colours, textures, patterns and shapes.
<b><u>Design &amp; Technology</u></b>	<b><u>Problem : How can we create a perfect family member for Sunny the Meerkat</u></b> The children will design and create a family member using felt; cutting; glueing and sewing.	<b><u>Problem: How can we explore the world from our classroom?</u></b> The children will be creating junk modelling of key human and physical features of each of the continents, which can be brought together to create a kinesthetic and interactive world map. Utilise modrock; paint; paper mache.	<b><u>Problem: How can we help plop see in the dark?</u></b> The children will think about how we can help the characters in our T4W text see in the dark. Children create a moving vehicle to include axles and wheels. Children add simple circuits to light up.	<b><u>Problem: How can we clean our oceans?</u></b> The children will design and create a model of a machine that helps us clean the ocean and protect marine habitats. Adults to model using levers or syringes to create moving models. Children should think about appropriate resources that are waterproof.	<b><u>Problem: How can we fly?</u></b> The children will design and create models of the planes that we learn about in this unit. Children think about which materials are more durable, stronger or sturdier to make a model.	<b><u>Problem: How can we add mechanisms to our transition booklets?</u></b> The children will be looking at levers and sliders, thinking about how we can include these in our transitions for junior school.
<b><u>DT Cooking (every half term)</u></b>	<b><u>Cooking</u></b> Pizza (making dough). - Chopping, knife skills, shaping, using the oven.	<b><u>Cooking</u></b> Autumn soup/ratatouille. - Knife skills, seasoning, blending, using the hob.	<b><u>Cooking</u></b> Vegetable curry. - Using the hob, chopping, mixing.	<b><u>Cooking</u></b> Hot cross buns. - Measuring, shaping and rolling. Timing. Rising.	<b><u>Cooking</u></b> Quiche/ Frittata. - Grating, using the oven, presentation, shaping and rolling.	<b><u>Cooking</u></b> Popcorn. - Seasoning, designing, labelling.
<b><u>Circle time (PSHE and RHE)</u></b>	<b><u>Families</u></b> The children will be learning about what makes families different, and that they come in all	<b><u>Online Relationships</u></b> The children will be exploring games that are played online and thinking about ways that we can make	<b><u>My Body</u></b> The children will be thinking about how their bodies change as they grow up. <b><u>Mental Wellbeing</u></b>	<b><u>Being Healthy</u></b> The children will be looking at food groups and thinking about how they can be food smart!	<b><u>Identity, society and equality</u></b> The children will be learning about the Law, how it might affect their lives, and	<b><u>Looking After The Environment</u></b> The children will be thinking about things they can do to look after the

	<p>different shapes and sizes too!</p> <p><b><u>Caring Friendships</u></b> The children will be thinking about who they can trust and recognising that we are all equal.</p> <p><b><u>Respectful Relationships.</u></b> The children will be learning about ways that we can respect ourselves and others.</p>	<p>those experiences safe.</p> <p><b><u>Anti - Bullying Week</u></b> Children will be discussing what it means to be kind alongside the theme of this year's anti bullying week.</p> <p><b><u>Being Safe</u></b> The children will be learning about their bodies and their privacy. Our learning will be focused on 'My Body Belongs To Me'.</p>	<p>The children will be looking at their challenging emotions and ways that these can be identified and then process these.</p> <p><b><u>Being Healthy</u></b> The children will be looking at balanced diets and visuals such as the healthy eating plate.</p>	<p><b><u>Health and Prevention</u></b> The children will be continuing to brush their teeth daily at school and thinking about steps they can take</p> <p><b><u>Basic First Aid</u></b> The children will be learning about, and then practising, some basic first aid.</p>	<p>how to consider options before making decisions.</p> <p><b><u>Belonging To A Community</u></b> The children will be learning about ways we can recognise the different groups and communities that we belong to.</p> <p><b><u>Looking After The Environment</u></b> The children will be looking at our environment inside the school, before zooming out to look at the wider world's environment and thinking about how we can care for it.</p>	<p>environment.</p> <p><b><u>Money and Work</u></b> The children will be thinking about getting, keeping and spending money.</p> <p><b><u>Transitions</u></b> The children will be preparing themselves for their transition into Year Three, and thinking about how we can manage these changes.</p>
<p><b><u>Music</u></b></p>	<p><b><u>Hands, feet, heart.</u></b> The children will be listening to South African music and freedom songs, thinking about significant individuals including Nelson Mandela.</p>	<p><b><u>Ho Ho Ho</u></b> The children will be learning songs which focus on Christmas, highlighting key vocabulary from this time of year.</p>	<p><b><u>I wanna play in a band.</u></b> The children will be learning how to perform in a band, so working closely in a team, and thinking about how we can share instruments and responsibilities between us.</p>	<p><b><u>Zootime.</u></b> The children will be listening to reggae style music, touching on different animals and also poetry. The children will also engage in sessions where they will learn the basic skills of playing an instrument.</p>	<p><b><u>Friendship song.</u></b> The children will be engaging with a song which focuses on how we can be good and healthy friends.</p>	<p><b><u>Reflect, Rewind and Replay.</u></b> The children will be listening to Western style music, as well as reflecting on what we have covered this year, and then creating our own final piece of music.</p>