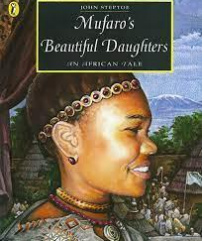








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	<ul style="list-style-type: none"> <li>Community action – visiting Brookwater house – throughout the year</li> <li>World Values Day Thursday 16th October</li> <li>Multicultural Week Wc 20th October</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 6<sup>th</sup> November Laura McKendry workshop</li> <li>Remembrance Day Tuesday 11th November</li> <li>Anti-Bullying Week Wc 10th November</li> <li>Children in Need Friday 14th November</li> <li>Christmas Jumper Day &amp; Christmas Lunch Friday 12<sup>th</sup> December</li> <li>RE Focus Day – Festival of Lights Monday 15th December</li> </ul>	<ul style="list-style-type: none"> <li>14<sup>th</sup> January Neasden Temple TBC</li> <li>Forest schools Thursdays</li> <li>Maths Parent Workshop and Class Visit Thursday 29th January (9:00-10:00am)</li> <li>Times Tables Rock Stars (TTRS) Day Friday 9th January</li> <li>Mental Health and Wellbeing Week Wc 9th February</li> <li>Online Safety Day Tuesday 10th February</li> </ul>	<ul style="list-style-type: none"> <li>WB 23<sup>RD</sup> February except for Thursday (World Book Day) Palmers Greenery (Broomfield park) café – Geography fieldwork TBC</li> <li>Class assemblies</li> <li>World Book Day Thursday 5th March</li> <li>British Science Week 9th March</li> <li>Neurodiversity Celebration Week Wc 16th March</li> <li>Comic Relief Friday 20th March</li> </ul>	<ul style="list-style-type: none"> <li>Thur30th / Fri 1<sup>st</sup> May British Museum – Greeks and Persia TBC</li> <li>Hazelwood’s Got Talent Final – Friday 22<sup>nd</sup> May</li> </ul>	<ul style="list-style-type: none"> <li>Sports Week Wc 15th June</li> <li>Whole School STEM Fair Friday 3rd July</li> <li>Art Exhibition (Year 1, 3 &amp; 5) Wednesday 8th July (3:30pm)</li> <li>Summer Music Concert Wednesday 15th July</li> <li>HPSA Picnic Wednesday 15th July (3:30pm)</li> </ul>
English Focus Texts/ Stimuli	 <ul style="list-style-type: none"> <li>Whole school writing project – You Choose – Acrostic poem</li> <li>Tadeo Jones (Literacy Shed)</li> <li>Mummifying tomatoes</li> <li>Multicultural Week- Whole School Project</li> </ul>	 <ul style="list-style-type: none"> <li>How the Stars Came to Be (CLPE)</li> <li>Mountains (HEP – Geography)</li> </ul>	 <ul style="list-style-type: none"> <li>Matilda</li> <li>The Indus Valley (HEP - History)</li> </ul>	 <ul style="list-style-type: none"> <li>Stone Girl, Bone Girl – link to Science</li> <li>The Most Magnificent Mosque</li> </ul>	 <ul style="list-style-type: none"> <li>Minotaur and the labyrinth – link to History</li> <li>Volcanoes (HEP - Geography)</li> </ul>	 <ul style="list-style-type: none"> <li>Mufaro’s Beautiful Daughters</li> <li>Flowering plants’ life cycle – link to Science</li> <li>Once upon a picture</li> </ul>
Maths	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction	<b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and division	<b>Number:</b> Multiplication and division <b>Measurement:</b> Length and Perimeter	<b>Number:</b> Fractions <b>Measurement:</b> Mass and Capacity	<b>Number:</b> Fractions <b>Measurement:</b> Money <b>Measurement:</b> Time	<b>Geometry:</b> Shape <b>Statistics</b>

<b>Science</b>	<p><b>Animals, including humans (nutrition focus)</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul> <p><b>Animals, including humans (movement focus)</b></p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and</li> </ul> <p><b>Plants: (Termly)</b></p> <ul style="list-style-type: none"> <li>Visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc.</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>	<p><b>Forest schools</b></p> <p><b>Plants: (Termly)</b></p> <ul style="list-style-type: none"> <li>Visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc.</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having 2 poles</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
<b>Computing</b>	<p><b>Digital Literacy</b> Online safety</p> <p><b>Digital Literacy</b> Email</p>	<p><b>Computer Science</b> Route planners</p>	<p><b>Information Technology</b> Data and information – Branching databases.</p> <p><b>Online Safety Day</b></p> <p><b>(DT link see below)</b></p>	<p><b>Information Technology</b> Spreadsheets</p>	<p><b>Computer Science</b> Coding</p> <p><b>Keeping myself safe (PSHE)</b> Staying safe online – recognising potential risks associated with browsing online.</p>	<p><b>Information Technology</b> Presenting ideas</p> <p><b>Information Technology</b> Touch Typing Programs – 2Type</p>
<b>Geography</b>	<p><b>Rivers</b> <i>How do rivers, people and land affect each other?</i></p>	<p><b>Mountains</b> <i>How do mountains interact with what is around them?</i></p>	<p><b>Settlements &amp; cities</b> <i>How are settlements similar and different?</i></p>	<p><b>Agriculture</b> <i>How are we connected to farmers?</i></p>	<p><b>Volcanoes</b> <i>How do volcanoes affect a place?</i></p>	<p><b>Climate and Biomes</b> <i>How does the climate affect the way people live?</i></p>

<b>History</b>	<b>Ancient Egypt</b> <i>How much did Ancient Egypt change over time?</i>	<b>Cradles of Civilisation</b> <i>How similar and different were Ancient Egypt and Ancient Sumer?</i>	<b>The Indus Valley</b> <i>How do we know about the Indus Valley Civilisation?</i>	<b>Persia and Greece</b> <i>What did Greek city-states have in common?</i>	<b>Ancient Greece</b> <i>What can we learn from the sources of Ancient Greece?</i>	<b>Alexander the Great</b> <i>How did Alexander the Great conquer so much?</i>
<b>RE</b>	<b>Why do people pray?</b> <b>Strand: <i>Expressing</i> (L2.4)</b>  <u><b>Christianity, Hinduism, Islam</b></u> What is prayer? Islamic prayer Christian prayer Hindu prayer Similarities and differences		<b>What does it mean to be a Hindu in Britain today?</b> <b>Strand: <i>Living</i> (L2.8)</b>  <u><b>Hinduism</b></u> Main beliefs Hindu deities Puja (worship) Aarti (light) Music Reincarnation Life in Britain today <b>Visit a Hindu Temple</b>		<b>What do different people believe about God?</b> <b>Strand: <i>Believing</i> (L2.1)</b>  <u><b>Christianity, Hinduism, Islam, Humanism</b></u> Our own beliefs Christian - Trinity Muslims - Allah Qur'an Humanism Comparison to Hindus	
<b>Art</b>	<b>Autumn 2: Drawing and Sketchbooks</b> <u><b>Gestural Drawing with Charcoal</b></u>  <i>Making loose, gestural drawings with charcoal, and exploring drama and performance.</i>  Disciplines: Drawing, Sketchbooks Theme: Cave art, Movement, Human Body, Relationship of Body to Place Medium: charcoal, Paper, Bod		<b>Spring 2: Surface &amp; Colour: Print, Colour, Collage</b> <u><b>Working with Shape and Colour</b></u>  <i>"Painting with Scissors": Collage and stencil in response to looking at artwork.</i>  <b>Disciplines:</b> Printmaking (Stencil/Screen Print), Collage <b>Medium:</b> Paper, Printmaking Ink, Stencils & Crayons		<b>Summer 2: Working in 3 dimensions</b> <u><b>Telling Stories Through Drawing &amp; Making</b></u>  <i>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</i>  <b>Disciplines:</b> Drawing, Sculpture, Sketchbooks <b>Medium:</b> Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).	
<b>D&amp;T</b>	<b>Autumn 1</b> <b>Technical skill:</b> Food and Nutrition – Sharing Bread <b>Design Brief:</b> Design and make a Unique Bread Product to share with Friends. <b>Design Specifications:</b> 1. The bread should have added ingredients that make it either sweet or savoury. 2. The bread should be shaped to make it easy for sharing between people.		<b>Spring 1</b> <b>Technical skill:</b> Structures -Shell structures with computer aided design <b>Design Brief:</b> Design and make a Desk Tidy to store all those 'easy to lose' desk items. <b>Design Specifications:</b> 1. The desk tidy should have a base measuring 20cm x 12cm 2. The desk tidy should have a container made using papier mâché technique 3. The desk tidy should have a container recycled from food packaging 4. The desk tidy should have a prism container to hold pens and pencil		<b>Summer 1</b> <b>Technical skill:</b> Mechanical Systems – lever and linkages <b>Design Brief:</b> To design and make a page for a book for the class library with movable mechanisms to interest and engage the reader. <b>Design Specifications:</b> 1. The page must be A3 portrait in size and should be made of card. 2. The page must include one moving linkage feature. 3. The page must have a coloured background and writing about the topic of the page.	
<b>PSHE</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>As a rule</li> <li>Looking after our special people</li> <li>How can we solve this problem?</li> <li>Tangram team challenge (OPTIONAL)</li> <li>Friends are special</li> <li>Thanks</li> <li>Dan's dare</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>Helping each other to stay safe</li> <li>Recount task</li> <li>Our helpful volunteers</li> <li>Can Harold afford it?</li> <li>Earning money</li> <li>Harold's environment project</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>Derek cooks dinner! (healthy eating)</li> <li>Poorly Harold</li> <li>Body team work</li> <li>For or against?</li> <li>I am fantastic!</li> <li>Top talents</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>Respect and challenge</li> <li>Family and friends</li> <li>My community</li> <li>Our friends and neighbours</li> <li>Let's celebrate our differences</li> <li>Zeb</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Safe or unsafe?</li> <li>Danger or risk?</li> <li>The Risk robot</li> <li>Super Searcher</li> <li>Help or harm?</li> <li>Alcohol and cigarettes: the facts</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Relationship tree</li> <li>Body space</li> <li>None of your business!</li> <li>Secret or surprise?</li> <li>Basic first aid</li> </ul>

<b>Values</b>						
	<p>What do respectful people do....behaviour, body language etc. <i>consideration, considerate</i></p>	<p>Being unkind to yourself: would you say this to a friend? <i>self-esteem</i></p>	<p>How can we solve this problem? <i>decision-making, pros and cons</i></p>	<p>People who have shown ambition <i>devotion, commitment, passion</i></p>	<p>Imagination land: what does yours look like? <i>originality, imaginativeness</i></p>	<p>Don't wake the dragon: chn silently organise themselves in order of e.g. height <i>Communication, partnership</i></p>
<b>PE (Indoor)</b>	<b>Yoga:</b> Body awareness	<b>Gymnastics:</b> Stretching & Curling	<b>Forest School</b>	<b>Dance:</b> Exploring cultural dance	<b>Gymnastics:</b> Travelling with a change of direction	<b>Fitness:</b> Flexibility, strength, technique
<b>PE (Outdoor)</b>	<b>Games:</b> Outdoor & Adventurous Activities (Using simple trails/diagrams)	<b>Games:</b> Invasion Games (Passing) - Football	<b>Games:</b> Invasion Games (Creating space)- Netball	<b>Games:</b> Net/Wall (Directing the ball)- Tennis	<b>Games:</b> Athletics (Running, throwing & jumping)	<b>Games:</b> Striking and fielding - Cricket
<b>Music</b>	<p><b><u>Learning to play the recorder</u></b>  <b>Skills:</b> pitched instrument, performing, notating, beat marking, singing  <b>Inter-related dimensions of music:</b> pitch, silence, duration, tempo  <b>Genre:</b> Folk, Pop  <b>Period:</b> Early 20th Century, Contemporary  <b>Application:</b> Class Assembly</p>		<p><b><u>The Young Persons Guide to the Orchestra by Benjamin Britten</u></b>  <b>Skills:</b> listening, appraising, contextualising  <b>Inter-related dimensions of music:</b> timbre, dynamics, structure, texture  <b>Genre:</b> Classical  <b>Period:</b> Early 20th Century</p>		<p><b><u>Sounds of Africa</u></b>  <b>Skills:</b> percussion instruments, composing, beat marking, singing, performing  <b>Inter-related dimensions of music:</b> tempo, silence, dynamics, structure  <b>Genre:</b> World Music, Folk  <b>Period:</b> Early Music, Early 20th Century, Contemporary</p>	
<b>Spanish</b>	<b>Aprendo español</b> (I Am Learning Spanish)	<b>Los animales</b> Animals	<b>Los instrumentos</b> Instruments	<b>Sé</b> I know how to...	<b>Los helados</b> Ice creams	<b>La fruta</b> Fruits