

	Autumn 1	Autumn 2
Topic	Into the Woods...	Fire Fire! <i>The Great Fire of London</i>
Literacy Core texts link to topic/ cross curricular learning	Instruction writing - reading and writing instructions. Writing instructions for making a mask Non-fiction writing - reading and writing information texts about animals of the forest	Non-fiction writing – reading, researching and writing about London Diary Writing – reading excerpts from Samuel Pepys’ Diary and writing in role Drama - freeze frames and role play based on the Great Fire of London and the plague
Consistent focus on grammar (phase 6 phonic content): Identifying and writing simple, compound and complex sentences; Punctuation e.g. capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contraction.		
Maths	Number & Place Value Partitioning 2/3 & 4 digit nos; using this knowledge to add 2 digit to 1 digit, 2 digit to 2 digit, 3 digit to 1 and 2 digit nos; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. To represent nos in diennes notation, to choose and use manipulatives to assist with understanding of number and calculations (addition & subtraction incl. word problems), counting to and through 100, counting in 2s, 5s and 10s; counting forwards and backwards in 10s from random nos, to recognise and explain odd and even nos, to recognise, explain and continue number sequences, to order nos from smallest to largest, to explain their learning and thinking and communicate these ideas to others. Patterns and sequences.	Number, Place Value & Shape Partitioning 2/3 & 4 digit nos; using this knowledge to add 2 digit to 1 digit, 2 digit to 2 digit, 3 digit to 1 and 2 digit nos; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Counting to and through 100, counting in 2s, 5s and 10s; counting forwards and backwards in 10s from random nos. Addition & subtraction incl. word problems.) Identifying & describing features of 2D and 3D shapes. Recognising 2D shapes on surfaces of 3D shapes. Language of shape: faces, edges, vertices. Using 3D shapes to construct Tudor houses. Understanding and recognising nets of shapes.
Science	Living Things and Their Habitats – <ul style="list-style-type: none"> compare living, dead and things that have never been alive identify plants & animals in their habitats & micro habitats carnivores, herbivores, omnivores – create simple food chains Key Scientific Skills Observation Identify and classify Gathering and recording data	Uses of Everyday Materials <ul style="list-style-type: none"> Identify and compare the suitability of different everyday materials for particular uses (eg wooden houses vs stone houses) Find out how the shapes of solid objects can be changed Key Scientific Skills Identify and classify Simple tests

Computing	Internet Safety Search techniques Using search engines (Google) to find answers to research questions.	Algorithms Learning to program Bee-Bots
DT	Animal Mask design (using papier-mâché balloon model) <ul style="list-style-type: none"> • Selecting materials for features & decoration, • Joining features to mask, • Matching & mixing paint colours to fur/coat, • Using a range of tools. 	
Art	<ul style="list-style-type: none"> • Investigating types of pencil, lines and marks • Investigating and continuing repeated patterns/camouflage • Close observational drawing of patterns • Using different types of pencil to represent different shades of colour within fabric Creating a repeating pattern for a t-shirt with fabric pens and paints 	<ul style="list-style-type: none"> • Close observational drawing from a portrait of Samuel Pepys • Learning how to draw the proportions of a face.
Geography	<ul style="list-style-type: none"> • Locational Knowledge – locate areas of forestation/woods in the UK. • Place Knowledge – name and locate characteristics of forests/woods. • Geographical skills and fieldwork – Finding forests on a globe and in an Atlas. • Human & Physical Geography – Use geographical vocab to describe the features of forests and surrounding areas • Knowledge and understanding of environmental change and development – threats to the forests. Which continents do wolves live in?	Atlas Skills <ul style="list-style-type: none"> • Locating and naming 7 continents, the Equator and the Poles on map of world • Locating UK on world map • Locating and naming countries within UK and their capital cities • Locating and naming the seas around the UK • Locating areas of the UK which are mountainous by using an atlas • Understanding where to locate beaches, cliffs and mountains • Identifying and understanding a range of human geographical features • Locating London on map of England; the River Thames, South London, Lewisham, Forest Hill, Kilmore School.
History		The Plague of 1665 & Great Fire of London 1666 <ul style="list-style-type: none"> • Samuel Pepys' diary • Materials used for building in 1666 compared with today • Historical maps of London – ordering maps into date order, comparing London at various stages in history compared to modern day

PE	<p>Indoor – Dance</p> <ul style="list-style-type: none"> To understand and use contrasts in weight To change and vary actions – speed, size, weight To respond to different stimuli (music, bubbles, a poem flash cards and story) To copy and perform simple movements/rhythmic patterns To work alone with guidance from the teacher, in pairs and threes to create movement and dance ideas To using appropriate vocabulary to discuss likes, dislikes, actions and relationships. To observe each other dancing and say what they like or can be made better <p>Outdoor – Netball Throwing, catching, attacking, defending, communicating, team work skills, finding space, direction,</p>	<p>Indoor - Gym</p> <ul style="list-style-type: none"> To understand and create different pathways and move in different directions, including contrasts in movement in both speed and level To turn, spin and twist on different body parts, showing control and co-ordination To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed <p>Outdoor – Football Throwing, catching, attacking, defending, communicating, team work skills, finding space, direction, kicking for passing football, stopping a football, changing direction.</p>
Music	<p>Peter & the Wolf (visit – Live Winds for a performance of Peter & The Wolf)</p> <ul style="list-style-type: none"> Developing an understanding of context & musical history Listening skills, music appreciation, experiencing live music performance. Understanding and applying musical elements dynamics, pitch, tempo & texture and how they are used for effect Keeping a beat & vocal tuning 	<p>Christmas Production</p> <ul style="list-style-type: none"> Use voices expressively by singing songs Performing with an awareness of audience Understanding the Christmas story and its place in Christian culture
RE	Buddhism	Buddhism Christianity – Christmas
PSHE	<p>Respect: The Kilmorie Child</p> <ul style="list-style-type: none"> Can think about themselves, learn from experiences and recognise what they are good at To value the achievement of others To respond appropriately to different behaviours (including bullying) and know when to use a peaceful problem solving (<i>To challenge unacceptable behaviour</i>) Know basic rules of personal protection including sun, road, water and classroom safety (and not touching another person’s blood) 	<p>Independence: The Kilmorie Child</p> <ul style="list-style-type: none"> To contribute to the life of the school Make choices that improve their health, wellbeing and personal hygiene Begin to recognise when others need help and sources of help Link to choices made during the Great Fire of London What would we do to help others – relate to real life situations now. <p>Anti-bullying</p> <ul style="list-style-type: none"> Listening to each other and taking care of each other What do I do if I am worried or upset or upset
MFL	Days of the week, colours, numbers 1-20, greetings – Bonjour, ça va ? Ça va bien merci. Au revoir. Au revoir mes amis S’il vous plaît Merci Je voudrais un dîner de l’école s’il vous plaît. Je voudrais un panier pour repas s’il vous plaît. Comment t’appelles-tu? Je	Days of the week, colours, numbers 1-20, greetings – Bonjour, ça va ? Ça va bien merci. Au revoir. Au revoir mes amis S’il vous plaît Merci Je voudrais un dîner de l’école s’il vous plaît. Je voudrais un panier pour repas s’il vous plaît. Comment t’appelles-tu? Je m’appelle....Comment allez-vous? Quelle age as-tu? J’ai six/sept

	m'appelle...Comment allez-vous? Quelle age as-tu? J'ai six/sept ans	ans Bon anniversaire
Visits and Events	Horniman – Plantastic!	St Paul's Cathedral – Great Fire of London (2 classes to each) Museum of London – War, Plague and Fire exhibition