

## Literacy - The Mousehole Cat

### Coverage

- Instruction Writing
- Character Description
- Setting Description

### Skills

See National Curriculum

## Storms and Shipwrecks Autumn 1

### Visits and Visitors

- Visit RNLI Lifeboat stations in Chiswick (linked to Charity Week and Storms and Shipwrecks topic)

## Geography – Storms and Shipwrecks

### Coverage

To identify seasonal and daily weather patterns in the UK.  
To identify the location of hot and cold areas in the world in relation to the Equator, North and South Poles.

### Skills

Use photographs, maps and atlases to identify geographical features.  
To know that the world extends beyond their locality.  
Make observations about where things are and why things happen.

## Maths

**Place Value & Number:** Recognize the place value of each digit in a 2-digit number. Compare and order numbers from 0 – 100 using  $\leq$  and  $=$  sign. Read and write numbers to 100 in numerals and words.

**Addition and Subtraction:** Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Using a 100 square to add and subtract 2 digit numbers.
- Applying mental methods when adding tens or ones.

**Measurement:** Recognize and use £ and p signs.

Find different combinations of coins that equal the same amounts of money.

## Role Play and Book Corner

- Shipwreck/Pirate Ship  
- Non-fiction books about pirates, seas, storms etc.

## RE – Alternate half terms

- Harvest Festival day.

## Art Focus: Landscape

To make as many tones of one colour as possible using primary colours and white.

To experience using colour on a large scale.

To darken colours without using black.

Mix colours to match those of the natural world e.g. colours that have a less defined name.

Begin to use descriptive language to describe colours.

To represent real life images using an artificial palette.

**Artists:** David Hockney, Monet (impressionism) landscapes.

## Science – Use of Everyday Materials

To identify and compare the uses and suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard.

Compare how things move on different surfaces.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Organising results into tables and charts.

## PSHE Being me in my world

I can identify some of my hopes and fears. I understand the rights and responsibilities of being a member of my class and school. I can listen to others and learn effectively. I can recognise the choices I make and understand the consequences.

## Music

### Food & Drink / Winter Time

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

## ICT – E-Safety

- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- To recognize common uses of information technology beyond school (using Twitter to communicate with the RNLI).

## PE

Please see:

[http://www.groveparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.groveparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.

## Literacy – Twisted Tales (Comparing traditional and alternative fairy tales)

### Coverage

- Diary Entry
- Persuasive Letter
- Setting Description
- Writing a prequel and sequel
- Acrostic Christmas poems

### Skills

See National Curriculum

## Maths

Place Value & Number: Count in steps of 2, 3 and 5 from 0 and in 10's from any number. Use place value and number facts to solve problems.

Addition and Subtraction: Add and subtract 2 digit numbers using informal written methods (partitioning and empty number line)

Mentally add and subtract:

- 2-digit number and ones
- 2-digit number and tens
- Adding three 1-digit numbers

Geometry: Describe and compare properties of 2D including symmetry. Sorting 2D shapes. Order and arrange mathematical objects in patterns and sequences.

## Science – Sound

Observe and name a variety of sound sources, noticing that we hear with our ears.

Recognize that sounds get fainter as the distance from the sound source increases.

Explore various ways of making different types of sounds.

Comparing different sound sources and looking for patterns.

Carrying out tests to find the best location for fire alarms.

## Music

### Food & Drink / Winter Time

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

## Remembering and Retelling Autumn 2

### Visits and Visitors

- Visit to the local church to find out about how Christians celebrate Christmas.

### Role Play and Book Corner

- Festival artifacts and decorations.
- Non-fiction books about sound and WW1.
- Selection of alternative fairy tales.

### RE

- To reflect on the Christmas story and the reasons for Jesus' birth.
- To find out more about how and why Christians celebrate Christmas.
- To reflect upon what we can learn from the Christmas story.

### ICT – We are Photographers

- To use technology purposefully to create, organize, store, manipulate and retrieve digital content (making Christmas cards using photos).

## History – Remembrance Day

### Coverage

Remembrance Day (WW1)

### Skills

To recognize that there are reasons why people in the past acted as they did.

To recognize that their own lives are different from the lives of people in the past.

### DT Focus: To make a hand puppet.

To colour fabrics using a range of techniques e.g. fabric paints and printing.

To join fabrics using a running stitch.

To cut out shapes that have been created by drawing round a template.

Decorate fabric with buttons, braids, sequins and ribbons.

### PSHE – Celebrating Differences

**Celebrating differences** – I am starting to understand the other people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong. I know ways to make new friends and tell you ways I am different from my friends.

### PE

Please see:

[http://www.groveparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.groveparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.

## Literacy – Whales' Song

### Coverage

- Playscript
- Non-Chronological Report
- Comprehension based on the Whales' Song

### Skills

See National Curriculum

# Healthy Humans Spring 1

## Visits and Visitors

- Florence Nightingale Museum

## Humanities – Famous Figures

### Coverage

Florence Nightingale  
Mary Seacole

### Skills

To identify some of the different ways in which the past is represented.  
To observe and handle sources of information to answer questions about the past on the basis of simple observations.

## Maths

Multiplication and Division: Odd/Even. Solve problems involving x and / using materials, arrays, facts and repeated addition. Using the grid method. I can write and recognize fractions of shapes and numbers.

Measurement: Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Choose and use appropriate standard units to estimate and measure length/height, mass, temperature, capacity to the nearest unit using rulers, scales, thermometers and vessels.

## Role Play/Book Corner

-Doctors and Nurses  
-Florence Nightingale Artefacts

## DT Focus: To make a healthy snack.

To understand where food comes from (geographically)  
To begin to be able to measure and weigh.  
To be able to dice.  
To be able to work safely and hygienically.  
To begin to use knives to cut.  
To be able to cut and spread.

## Science – Humans

Basic needs of humans for survival (water, food and air).

To understand the importance of exercise.

To sort food into food groups.

To plan a healthy meal.

To think about the importance of hygiene.

To think about growth from baby to adult.

To consider how babies and children need to be cared for.

To find out about the history of medicine.

## RE – Alternate half terms

## ICT – We are Researchers

-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

-To recognise common uses of information technology beyond school. (Making PowerPoints about Whales).

## PSHE – Dreams and Goals

I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is difficult. I can work cooperatively in a group and I can explain some of the ways that I have done this. I know how to share success with others.

## Music

### -Exploring Rhythm 2

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

## PE

Please see:

[http://www.groveparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.groveparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.

## Literacy - Charlie and the Chocolate Factory

### Coverage:

- Setting Description
- Persuasive Letter
- Character Description
- Instruction Writing
- Explanation Text – where chocolate comes from

### Skills

See National Curriculum

# Chocolate Spring 2

## Visits and Visitors

- Chiswick House kitchen gardens.

## Geography – Where does chocolate come from?

### Coverage

- To explore similarities and differences between a small area of the UK and a non-European country (Mim in Ghana).
- To use key physical and human vocabulary with relation to Mim in Ghana.
- To use world maps and atlases to identify countries, continents and oceans.

### Skills

- Make use and interpret globes, maps and plans.
- Physical/Human characteristics of Mim in Ghana – similarities and differences to own locality.

## Maths

Addition and Subtraction: To learn the column method for adding and subtracting 2 and 3 digit numbers. To solve 1 and 2 step word problems using addition and subtraction. To use the inverse relationship to solve missing number problems.

Geometry: To name, describe and compare the properties of 3D shapes.

Statistics: To interpret and construct simple pictograms, tally charts, block diagrams and simple tables and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totaling and comparing categorical data.

## Role Play and Book Corner

- Chocolate Factory
- Roald Dahl book selection

## RE – Holi Festival

- To find out more about the Hindu Holi festival.
- To find out more about how and why Hindu's celebrate the Holi Festival.
- To reflect upon what we can learn from the Holi Festival.

## Art Focus: Natural world

Experiment with constructing and joining recycled natural and man-made materials. (inc, junk modelling and natural)

Forest school link: carving with natural materials (sticks etc)

Look at and analyse a range of artists.

To replicate textures and patterns in a 3d form.

Artist: Andrew Goldsworthy, Alexander Calder, (mobiles and sculpture).

## Science – Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

The process of reproduction in plants.

Setting up a comparative test to show what plants need to stay healthy.

## PSHE – Healthy Me

I know what I need to keep my body healthy. I can show or tell you what relaxed means. I understand how medicines work in my body and how to use them safely. I can sort foods into the correct food groups. I can decide which foods to eat to give my body energy and make some healthy snacks and explain why they are good for my body.

## ICT – We are TV Chefs

-Computational thinking – following an algorithm to make a chocolate nest.

## Music

### -Exploring Rhythm 2

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

## PE

Please see:

[http://www.grovesparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.grovesparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.

## Literacy – Roald Dahl

### Coverage

- Roald Dahl biography
- Play Script
- Setting Description
- Diary Entry

### Skills

See National Curriculum

## Maths

### Addition and Subtraction/Multiplication and Division:

Solve problems using all 4 operations.

### Problem Solving Skills:

2 step word problems. Missing number sentences. Balancing equations.

### Measurement:

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

## Science – Living Things and their Habitats

Explore and compare the differences between things that are living, dead and have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

Identify and name a variety of plant in their habitats including micro-habitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify sources of food.

## Music

### -Exploring Pitch 2 / Glockenspiel 1

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

# Roald Dahl Summer 1

## Visits and Visitors

-Kew Gardens – habitat explorers workshop/badger's den.

## Role Play and Book Corner

-Variety of Roald Dahl texts

## RE – Alternate half terms

## ICT – We are zoologists

-To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

-To recognise common uses of information technology beyond school. (recording data about minibeasts and presenting it in a graphing package).

## Geography – All about Chiswick!

### Coverage

To name, locate and identify the characteristics of the four countries and capital cities of the UK.

Use aerial photographs and plans to recognize landmarks.

### Skills

Express likes/dislikes of the local environment.

Use different ways to record geographical information – charts, maps, plans, diagrams, pictures.

To ask and respond to geographical questions.

## Art Focus: IPAD Art

Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas.

To create shapes using eraser, shape and fill tools.

Colour and texture using simple filters to manipulate pictures and images.

Use basic selection and cropping tools.

Package: Granada colours

Artists: David Hockney – ipad art. IPAD art

## PSHE – Relationships

I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I know that there are lots of forms of physical contact within a family and some of this is acceptable and some is not. I can identify some of the things that can cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not. I can recognise and appreciate people who can help me.

## PE

Please see:

[http://www.groveparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.groveparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.

## Literacy – Linked to Space topic

### Coverage

- Space riddles
- Space poetry
- Letter to NASA
- Astronaut biography
- Recount

### Skills

See National Curriculum

## Maths

Recap on the 4 operations and mathematical skills covered throughout the year.

Address any gaps in children's learning.

Extend problem solving and reasoning skills.

## Science – Animals

Find out about the basic needs of animals (water, food and air).

- Looking after animals workshop

The life cycles of certain animals.

Child initiated science lesson (space theme)

## Music

### -Exploring Pitch 2 / Glockenspiel 1

- Continue to develop use of their voices expressively through more complex song/rhyme/chants
- Continue to develop their ability to play tuned and untuned instruments musically
- Listen with concentration to a range of high quality live and recorded music
- Experiment with, create and combine sounds

# Earth and Beyond Summer 2

## Visits and Visitors

- Science Museum
- Pets at Home

## Role Play and Book Corner

- Space buggy on the moon
- Non-fiction books about space
- Oliver Jeffers books

## RE – Judaism

-To find out more about Jewish places of worship and artefacts and why they are significant.

-To learn from the beliefs of Jewish people.

## ICT – We are astronauts

-To understand what algorithms are and how they are implemented on digital devices.

-Create and debug simple programs and use logical reasoning to predict the behavior of simple programs.

## History – Man on the Moon

### Coverage

Space History

Neil Armstrong/Buzz Aldrin

### Skills

They show understanding of aspects of the past beyond living memory, and some of the main events and people they have studied.

They show their developing sense of chronology by using terms concerned with the passing of time and by placing events in order.

## DT Focus: Moving Vehicles

Make vehicles with construction kits that contain free running wheels.

Use a range of materials to create models with wheels and axels e.g. tubes, dowel and cotton reels

Attach wheels to a chassis using an axel

Join appropriately for different materials and situations e.g. glue and tape.

Cut wood or dowel using a hacksaw

Use a glue gun under supervision.

## PSHE – Changing me

I can recognise cycles of life in nature. I can tell you about the natural process of growing young to old. I can recognise how my body has changed since I was a baby. I can recognise the physical differences between boys and girls and name the correct part of the body. I can appreciate that my body is private. I can tell you that there are different types of touch and tell you which ones I don't like.

## PE

Please see:

[http://www.groveparkprimary.co.uk/docs/Long\\_term\\_plan\\_2016-17.pdf](http://www.groveparkprimary.co.uk/docs/Long_term_plan_2016-17.pdf)

The children will also take place in mindfulness sessions where they will learn and practice yoga.