

## Nursery

The children will be offered a wide range of experiences during their Nursery year. They will explore both the indoor and outdoor learning environments. The curriculum is delivered through structured play, building on what the children already know and can do, and reflecting the way young children learn. We try to follow the children's interests as much as is possible and appropriate.

Our programme has been designed to support the development of language, mathematical and social skills, as well as the children's understanding and knowledge of the world around them and the development of their physical and creative abilities.

The topics we will be learning about may include: Me and my family; Opposites; Autumn; Spring; Summer; Winter; My school family; Easter; Celebrations; Minibeasts; Monsters; Colour; Bears; Transport; and Dinosaurs.

The children will have the opportunity to become familiar with the larger school environment and staff in order to prepare them for their Reception year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	ME AND MY FAMILY AUTUMN	MY SCHOOL FAMILY CELEBRATIONS	MONSTERS BEARS WINTER	OPPOSITES DINOSAURS SPRING EASTER	PETS FARM	PEOPLE WHO HELP US SUMMER COLOUR
<b>Personal, Social and Emotional Development</b>	Read 'So Much'. Talk about family. Fill in the missing words or phrases in known rhymes and stories, eg, 'The Wheels on the Bus'.	Draw ourselves – talk about our drawings.	'The Gruffalo'. 'Brown Bear, Brown Bear'. Enjoy lots of stories and talk about the pictures and the main characters. Retell stories using toys/props.	Talk about the main characters in stories, eg, 'Harry and the Dinosaurs'. Support children choosing their library books. Talk about things we draw and paint.	Copy some letters, eg, letters in our names. Suggest how stories might end. Talk about the main characters in stories, eg, 'Some Dogs Do'.	Listen to stories with increasing attention and recall. Show awareness of rhyme and alliteration, eg, suggesting words that rhyme in 'Oi Frog'. Talk about events and characters in stories, eg, 'Stanley's Garage'

<p><b>Communication and Language</b></p>	<p>Learn 'Here is the Beehive' and other simple number rhymes.</p>	<p>'Titch' – talk about sizes/growing up. Count to 5/10. Use fingers or make marks to represent numbers, eg, how many bean bags went in the bucket.</p>	<p>'We're going on a Bear Hunt' – use positional words, eg, under/over. Cookie Monster – estimate, count and make marks to represent numerals. Shape Monsters – arrange shapes to make monsters.</p>	<p>Sing lots of counting songs, counting forwards and backwards. Make marks to represent numerals, eg keeping score when playing basketball. 'Shape Walk' - show awareness of similarities of shapes.</p>	<p>Recognise numbers. Talk about the shapes of everyday objects, eg, 'round', 'tall'. Count objects by saying one number name for each item. Use positional words, eg, 'under', 'inside'.</p>	<p>Count actions or objects which cannot be moved. Estimate how many objects we can see and check by counting them all. Find the total number of items in two groups by counting them all.</p>
<p><b>Physical Development</b></p>	<p>Family Photo. Use vocabulary focused on people that are important to us.</p>	<p>Stories and Rhymes. Listen with increasing attention and recall. Respond to simple instructions – begin going to 'group times'.</p>	<p>Join in with repeated phrases and anticipate key events in rhymes and stories. Begin to understand 'why' and 'how' questions.</p>	<p>Play lots of listening games. Develop vocabulary and understanding of concepts for 'Opposites'. Retelling a simple past event in the correct order. Show understanding of prepositions.</p>	<p>Ask questions and give explanations, eg, when pets visit nursery. Maintain attention, concentrate and sit quietly during appropriate activities. Join in with repeated phrases and anticipate what is going to happen next, eg, guessing which animal will be next in 'Noisy Farm'. Play lots of phonics (letter sounds) games. [see school website]</p>	<p>Be aware of the way stories are structured, eg, talk about what happened at the beginning, middle and end of 'Peely Wally'. Give meaning to our mark-making, eg, saying it is a picture of a car.</p>

<b>Literacy</b>	Snack table. Show control in holding and using jugs to pour.	Draw lines and circles using gross motor movements. Hold pencils between thumb and two fingers, no longer using whole-hand grasp.	Dress with help, eg, pull up zipper. Use one-handed tools, eg. children's scissors.	Holding pencils near the point between first two fingers and thumb. Draw patterns, eg, on Easter eggs.	Observe the effects of activity on our bodies, eg, know we feel hot and puffed because we were running fast. Hold pencils near the point between first two fingers and thumb and use it with good control.	Learn to write our names using the correct starting points and appropriate letter formation. Begin to form recognisable letters. Use one-handed tools and equipment, eg, making snips in paper with child scissors.
<b>Maths</b>	Autumn Walk. Plant bulbs. Investigations table – operate mechanical toys.	Learn about people who are familiar to us, eg, keyworkers. Recognise and describe special times for family or friends, eg, Diwali/Christmas.	Winter Walk. Recognise and describe special times for family and friends.	Investigate technological toys, eg, torches. Observe eggs & chicks in Reception. See bulbs grow. Spring Walk. Describe special events, eg, Easter.	Show care for living things, eg, being gentle when touching the animals. Develop an understanding of growth, eg, seeing the chicks hatch from the eggs.	Summer Walk. Comment and ask questions about the natural world. Show care and concern for living things and the environment, eg, being gentle when water the flowers.
<b>The World</b>	Paint pictures of our faces. Draw our families. Build our homes.	World Nursery Rhyme week. Join in with dancing and ring games. Role play, eg, pretending to be at home.	Build stories around toys, eg, pretend bear is going up into space like 'Whatever Next'. Paint Gruffalo. Use words to describe our paintings. Junk modelling to make monsters	Imaginative role play – dinosaur explorers. Building 'opposites' with a variety of construction materials, eg, tall/short towers, high/low bridges.	Describe the texture of things, eg, animals with fur, feathers... Make animals – painting, cutting and sticking, drawing, modelling dough.	Visits by police/fire engine, nurse... Notice what adults do, imitate what is observed and then do it spontaneously. Engage in imaginative role-play based on first-hand experience.
<b>Creative</b>	Choose and use activities with help. Show friendly behaviour.	Learn to take turns and share. Become confident in asking adults for help.	Remember our Nursery rules: 'We are kind', 'We listen' and 'We walk'.	Keep play going by listening and responding to what others are saying or doing. Be aware of our own feelings and realise that some actions and words can hurt others' feelings.	Play in a group extending their friends' play ideas. Be confident to talk to other children when playing, eg, tell them about their home and family. Enjoy the responsibility of carrying out small tasks.	Take turns and share. Remember our nursery rules: 'we are kind', 'we listen' and 'we walk'. Can put on our coats, shoes, aprons, etc independently, eg, take off trainers and put wellies on to play in the sand.

## Reception

The children will be encouraged to learn through first-hand experience, play and discussion with adults to support their growing understanding of ideas and language. There will be opportunities to interact with other children and to develop independence in the classroom and wider school environment.

The programme has been planned through an integrated topic/thematic approach. Topics/Themes have included “All About Me”, “Festivals”, “Around the world”, “Fairy Tales” and “The Sky and Space”. Through these topics children will be introduced to a variety of experiences linking to reading, writing and mathematics as well as those of a broadly scientific and technological nature. The children will also use a wide range of ICT equipment including the interactive whiteboard, Ipads cameras, EasiPhones, BeeBots and remote control keys to enhance their experiences.

The children will learn about their own families and the community in which they live and how these may differ to others. They will have experiences of a number of areas within religious education, including learning about an array of festivals and celebrations such as Chinese New Year, Diwali and Easter. They will listen to stories from different cultures and explore aspects of religious practice and traditions in the home. Art, craft and music have played an important part in these areas of exploration and investigation.

Physical development will be fostered daily through access to the outdoor environment, the use of large play equipment and the teaching of body management, gymnastics and early games skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Festivals	Around the world	Picture Books	Fairytales	Space/Transition
<b>Personal, Social and Emotional Development</b>	Talking about our families Role play-homes Self-selecting activities Interacting with friends/friendly behaviour	Understanding own and others cultures.  Explaining own knowledge.  Confidence to talk in front of an audience.	Explaining own knowledge and understanding.  How our actions affect others- global warming, littering.  Talk about others behaviour and its consequences.	Meeting an author, adjusting our behaviour to different situations and working as a class.  Taking care of a living thing.	Able to achieve an outcome without adult help.  Play games with rules.  Understand someone else’s point of view- debates- Was Goldilocks bad? Was Jack in Jack and the Beanstalk wrong?	Children can plan for an activity and discuss changes they would make if they repeat them.  Resolve minor disagreements. Understand what bullying is.  SRE- Keeping teeth clean, spreading germs, our families.
<b>Communication and Language</b>	Circle time Listening to stories. Rhyming songs- Head Shoulders Knees and Toes etc Asking and answering questions. Guess who the photo is?	Christmas play. Circle time. Answering questions/explaining their knowledge	Maintains attention. Able to follow a story without pictures. Listens to ideas expressed by others.  Learning to use past, present and future forms when talking.	Asking and answering questions.  Explaining new knowledge using past present and future forms.  Connecting ideas and events.	Anticipate key events and respond with relevant comments.  Give attention to what others say and respond appropriately.  Develop own narratives and explanations.	Follow a story without pictures or props.  Listen in a large group- assemblies.  Using a range of vocabulary in imaginative ways to add information.

<p><b>Physical Development</b></p>	<p>Name writing Pencil control Walking running and jumping. Cutting skills</p>	<p>Dancing Cutting and joining using tools. Writing and pencil control.</p>	<p>Negotiating space successfully. Managing own personal hygiene. Experiments with different ways of moving- pretending to be different animals.</p>	<p>Keeping ourselves healthy. What we need to grow. What is healthy and not healthy to eat.</p>	<p>Introducing PE. Children learn to get dressed and undressed independently Moving confidently, jumping safely, and transporting equipment. Accurate letter formation letters sitting on the line.</p>	<p>Children learn to get dressed and undressed independently Moving confidently, jumping safely, and transporting equipment. Playing team games and being a good sport. Being able to write with a neat formation that is of a consistent size.</p>
<p><b>Literacy</b></p>	<p>Favourite stories. Owl Babies by Martin Waddel. This is the Bear by Sarah Hayes. Writing cvc words and attempting sentences.</p>	<p>Using nonfiction books and information from a variety of media eg online. Jolly Postman by Janet and Allan Ahlberg. The Christmas Story.</p>	<p>Reading non fiction books about: Africa, Arctic, China, Rainforests and Jungles, Under the Sea. Rumble in the Jungle Giles Andreae. Writing information.</p>	<p>Lila Pirate- Georgie Birkett Chalk Bill Thomson Non fiction books about chicks. Writing recounts.</p>	<p>Jack and the Beanstalk. Hansel and Gretel. Red Riding Hood. Goldilocks. The Three Billy Goats Gruff. Writing our own versions of the stories.</p>	<p>Aliens in Underpants by Claire Freedman. Nonfiction books about planets. Write facts books about plants. Making alien passports.</p>
<p><b>Maths</b></p>	<p>Counting, reciting numbers, number recognition, number formation addition, 2D shape recognition.</p>	<p>Addition, number formation, 3D shapes, subtraction, estimating, prepositions, size length and height, days of the week, months of the year, the language of time.</p>	<p>Addition, Subtraction, Sharing, Shapes 2D and 3D, Money coin recognition and shops.</p>	<p>Addition, Subtraction, odd and even, number bonds to 10 Sharing/Halving, Shapes 3D-shape hunts, capacity, sequencing and ordering, time, days of the week, sequencing my day.</p>	<p>Addition, Subtraction using number lines and hundred squares. Measuring the giants foot print.</p>	<p>Adding, Tally charts, counting in 2's, 5's and 10's, Time o'clock, half past quarter past and to. More and less, Number bonds to 10</p>

<p><b>The World</b></p>	<p>Senses. Bringing in baby photos. Using the interactive whiteboard</p>	<p>Learning about different cultures and religions: Guy Fawkes, Eid, Diwali, Armistice day, Hanukah, Christmas. Using IPads.</p>	<p>Looking at different countries around the world. Comparing similarities and differences in various environments. Making observations of animals and plants. Using a variety of technology.</p>	<p>Learning to take care of the chicks. Looking at similarities, difference and change. How things grow. Using search engines.</p>	<p>Using apps on the iPad independently. Taking photos and videos. Talking about features of our own environment and comparing it to others. Knowing the uses of technology around the home.</p>	<p>Learning about space. Using a variety of different technology. Gravity, floating and sinking, How astronauts live in space. Recording events using the iPad.</p>
<p><b>Creative</b></p>	<p>Portraits. Drawing my family. Colour mixing</p>	<p>Firework pictures, Diwa lamps, Rangoli patterns, Mendhi, parties, singing and dancing.</p>	<p>Making dragons, animals, finger painting, camouflage pictures.</p>	<p>Chalk pictures, Easter cards, collage chicks, pointillism pictures.</p>	<p>Finger puppets, beanstalk collage, drawing/painting/collaging characters.</p>	<p>Model magic solar system, junk modelling, planning ideas and discuss the features of their own and others work. Starry Night Pictures Vincent Van Gogh.</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b></p>	<p>Fiction - stories by the same author Duck in a Truck</p> <p>The Lonely Beast</p> <p>It's The Bear!</p> <p>My Friend Bear</p>	<p>Traditional tales from a variety of cultures. Handa's Surprise Oliver's Vegetables</p> <p>Oliver's Fruit Salad</p> <p>Picture Book Focus and Non-Fiction (instruction writing) The Snowman</p>	<p>Fiction: Traditional tales from a variety of cultures. The Three Little Pigs Jack and the Beanstalk</p> <p>The Gingerbread Man</p> <p>An alternative fairytale with a twist</p>	<p>Fiction: Quest and adventure stories Superworm Traction Man is here! Traction Man meets Turbo Dog</p>	<p>Letter writing – Dear Zoo Non-Chronological report Butterflies Fiction: The Very Hungry Caterpillar Week 1</p> <p>Picture book focus: Little Butterfly</p> <p>Poetry Big Book of Nature</p>	<p>Non-Fiction Growing Frogs Week 1</p> <p>Non-Fiction Surprising Sharks Week 1</p> <p>Non-Fiction Animals Non-Chronological reports – Based on children's interest and what they would like to write about.</p> <p>Transition text into Year 2</p>
<p><b>Maths</b></p>	<p>Number and Place Value Length and Mass/Weight Addition and Subtraction 2D and 3D shapes</p>	<p>Sequencing and Sorting Fractions Capacity and Volume Money Time</p>	<p>Number and Place Value Mass/Weight 2D and 3D shape Money Multiplication Division</p>	<p>Length and Mass/weight Addition and Subtraction Fractions Position and Direction Time</p>	<p>Number and Place Value Addition and Subtraction Capacity and Volume Fractions Position and Direction Time</p>	<p>Time Multiplication and Division Subtraction – finding the difference Measurement Sorting</p>
<p><b>Computing</b></p> <p>The children will be using computers to support learning in a range of subjects. They will also learn how to log on to the computers and find various programs which they can use. They will use a treasure map to understand the specific instructions needed to program a toy to move around the map. The children will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised. They will create a talking book that they can share with others.</p>	<p>We are TV chefs SMSC: Sp2 Sp2 So3 M8</p>	<p>We are treasure hunters SMSC: So3 So5 So6</p>	<p>We are painters SMSC: Sp9 C6 C7</p>	<p>We are collectors SMSC: C8 So10 C6</p>	<p>We are story tellers SMSC: So8 Sp3 C9</p>	<p>We are celebrating SMSC: So13 C6 So7</p>

<a href="#">To see how this links to the national curriculum, click here.</a>						
<p><b>Science</b></p> <p>The children will learn about the uses of everyday materials. They will investigate what would be the best material to use in different situations and why. They will learn about different parts of the plant, different types of plants and which plants we can eat. The children will also look at the different seasons and how plants change during the seasons. They will study animals; in particular the differences between animals, fish and birds as well as differences and similarities between animals which are wild and domestic.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Materials – Use and properties of everyday materials</p> <p>SMSC: Sp8 So5 M9 So3</p>	<p>Seasons</p>	<p>Animals including humans</p> <p>SMSC: So8 Sp3 Sp4</p>	<p>Animals including humans</p> <p>SMSC: So8 Sp3 Sp4</p>	<p>Plants</p> <p>SMSC: So8 Sp3 Sp4</p>	<p>Living things and their habitats</p> <p>SMSC: So8 Sp3 Sp4</p>
<p><b>RE</b></p> <p>Pupils will have the opportunity to learn about customs and festivals from different religions. They will learn about the belief that God created the world, how Christians celebrate Christmas and Easter, and how Jews celebrate Shabbat and Hanukkah.</p> <p><a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a></p>	<p>Creation story – Christianity</p> <p>SMSC: Sp1 Sp2 Sp5 M9 So10</p>	<p>Christmas story – Christianity</p> <p>SMSC: Sp9 Sp3 Sp7 M7</p>	<p>Jesus as a friend – Christianity</p> <p>SMSC: Sp3 Sp2 Sp4</p>	<p>Easter Palm Sunday – Christianity</p> <p>SMSC: Sp10 M5 M1</p>	<p>Shabbat – Judaism</p> <p>SMSC: Sp3 Sp2 Sp8 C7</p>	<p>Chanukah – Judaism</p> <p>SMSC: Sp1 Sp2 Sp3 C7</p>
<p><b>PE</b></p> <p>Pupils have had an opportunity to learn and apply a variety of physical skills through gymnastics, dance and games. They have developed their ability to work independently and as a team. They have discussed changes to their body when taking part in physical exercise and how it is important to keep hydrated.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Dance</p> <p>Travelling Movement</p> <p>Making shapes with bodies</p> <p>Country Dance</p> <p>Games</p> <p>Throwing and Catching</p>	<p>Gymnastics</p> <p>Travelling</p> <p>Balancing</p> <p>Movement</p>	<p>Dance</p> <p>Moving body parts</p> <p>Balancing on body parts</p> <p>Change Direction</p> <p>Games</p> <p>Throwing and Catching</p> <p>Intercept/Defence games</p>	<p>Gymnastics</p> <p>Working with apparatus</p> <p>Games</p> <p>Throwing and Catching</p> <p>Bouncing/Sending skills</p>	<p>Games</p> <p>Team Games</p> <p>Intercepting</p> <p>Sending skills</p>	
<p><b>History</b></p> <p>Through studying Guy Fawkes the children will learn about the Gunpowder Plot and Bonfire Night. They will compare homes in the past to homes of today. Pupils will examine and compare toys from the past. They will discuss how they worked, the materials they were made of and which they preferred.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		<p>Guy Fawkes</p> <p>SMSC: M1 M3 C2 C3</p>		<p>Homes in the past</p> <p>SMSC: C1 C2 C3 So11</p>		<p>Toys past and present</p> <p>SMSC: C5 C12 M7</p>



<p><b>Geography</b></p> <p>Pupils will have the opportunity to look at the school and local environment and compare it with other locations in the world. Pupils will learn about the continents and oceans and will locate them on a map. Through the topic of 'the farm' pupils will be taught about the different types of farms and what they produce.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Where do I live?</p> <p>SMSC: C10 So8 So12 M7</p>		<p>Around the world</p> <p>SMSC: C7 C10 So7</p>		<p>At the farm</p> <p>SMSC: So8 Sp10 So12</p>	
<p><b>Art</b></p> <p>Pupils learn to express their ideas through a variety of art media. They look at colour in detail and how colours can be created and changed. They study the artist Andy Goldsworthy and recreate some of his work.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Colour Creations</p>		<p>All About Me</p>		<p>Andy Goldsworthy</p>	
<p><b>Design Technology</b></p> <p>Through the topic of mechanisms, with the focus being on sliders and levers, the children explore a range of existing books and products that use simple sliders and levers. They learn how to evaluate their product by discussing how well it works in relation to its purpose and design criteria.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		<p>Food – Preparing Fruit and Vegetables</p>		<p>Structures – Freestanding Structures</p>		<p>Mechanisms – Sliders and Levers</p>
<p><b>Music</b></p> <p>Pupils will explore percussion instruments and learn to play them with control. They will learn playing, clapping and moving to different pulses and rhythms. Pupils will be taught a range of songs which they will learn to sing with confidence and accuracy.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Hey You! – Old school/Hip-Hop</p>	<p>Christmas – Preparing for the concert</p>	<p>In the Groove – Blues, Latin, Folk, Funk, Baroque and Bhangra</p>	<p>Rhythm in the way we walk and Banana Rap – Reggae/Hip-Hop</p>	<p>Round and Round – Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin Fusion</p>	<p>Reflect, Rewind and Replay – Western Classical Music</p>
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes places alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here</a>.</p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b></p>	<p>Assessment First week <b>Narrative: Unit 2</b> <b>Traditional stories</b> 4 weeks <b>The elves and the shoemaker</b> <b>Hansel and Gretel</b> <b>Little Red Riding Hood</b> <b>Rumpelstiltskin</b> <b>Poetry: Unit 1</b> <b>Silly Stuff</b> 2 weeks <b>On Some Other Planet</b></p>	<p><b>Non-fiction: Unit 1</b> <b>Instructions/recipes</b> 3 weeks <b>Rascally Cake</b> <b>Non-fiction: Unit 3</b> <b>Information texts</b> 3 weeks <b>Poetry: Unit 3</b> <b>Traditional Poetry</b> 2 weeks <b>Spin Me a Web Spider</b></p>	<p><b>Fiction:</b> <b>Picture books</b> 2 week <b>The Gruffalo</b> <b>Hermalin</b> - <b>Gruffalo trip</b> <b>Narrative: unit 1</b> <b>Stories with familiar settings</b> 3 weeks- Introduction week – familiar settings <b>Baba Yaga</b></p>	<p><b>Nonfiction: unit 4</b> <b>Non – chronological reports</b> 1 week <b>Tadpoles Promise</b> 2 weeks <b>Narrative: Unit 4</b> <b>Extended stories/significant authors</b> (inference and deduction) 2 weeks <b>The Darkest Dark</b> <b>Poetry: Unit 1</b> <b>Silly Stuff</b> 2 weeks <b>Pirate Pete</b> <b>Dirty Face</b></p>	<p><b>Narrative: Unit 4</b> <b>Extended stories/significant authors</b> (character descriptions) 3 weeks <b>Anthony Browne</b> <b>Nonfiction: unit 3</b> <b>Information texts</b> 1 week <b>WEEK 5= SATs WEEK</b></p>	<p><b>Narrative: unit 1</b> <b>Stories with familiar settings</b> Maths week 1 week <b>The Great Pet Sale</b> <b>Nonfiction: unit 4</b> <b>Non – chronological reports</b> 1 week <b>dinosaurs</b> <b>Poetry: Unit 3</b> <b>Traditional Poetry</b> 2 weeks <b>Everthing’s Better with You</b> <b>There was an old man</b> <b>Non-fiction: Unit 2</b> Explanations 1 week</p>
<p><b>Maths</b></p>	<p>Number and place value Addition and subtraction Money and Measures Measures and Shape Addition and Subtraction and money Number and fractions <b>Assess and review</b></p>	<p>Doubling and halving and mental addition and subtraction Shape and Data Addition and Subtraction Addition and Subtraction Mental Addition Division <b>Assess and review</b></p>	<p>Number and Place value Addition and Subtraction Addition and Subtraction Measures Multiplication and Division Number and Fractions <b>Assess and review</b></p>	<p>Addition and Subtraction Measures and Data Multiplication and Division Addition and Subtraction Mental addition and subtraction and money <b>Assess and review</b></p>	<p>Place value Addition and Subtraction Time Handling Data/Time Money Investigation Looking at Patterns (number) <b>Assess and review</b></p>	<p>Subtraction (find the difference) Shape Shape rotation Data/ measures Place value Multiplication and division <b>Assess and review</b></p>
<p><b>Computing</b> The children will be using scratch and other computing programs to investigate and identify algorithms within games. They will also learn how to build a program and create an algorithm to improve the game playing of other computer games. They will use Word to enter text and will learn how to insert a picture into their work. They will learn how to type in a web address and search for information using the Internet.</p>	<p>We are astrologists</p>	<p>We are photographers</p>	<p>We are game testers</p>	<p>We are researchers</p>	<p>We are detectives</p>	<p>We are zoologists</p>

<p><a href="#">To see how this links to the national curriculum, click here.</a></p>						
<p><b>Science</b></p> <p>The children will be learning about animals, including humans, and their habitats and the characteristics of living and non- living things. They will learn about materials and their properties, and will investigate how some materials can change state. The children will also learn about the life cycle of a plant.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p><b>Plants</b> <b>(The Apprentice Gardner – 1 - 11 lessons)</b> <b>Trip to Thames Chase</b></p>	<p><b>Plants</b> <b>(The Apprentice Gardner – 12 - 14 lessons)</b></p>	<p><b>Uses of everyday materials</b> <b>(Materials – good choices – 10 lessons)</b> <b>Uses of everyday materials</b> <b>(Materials – shaping up – 7 lessons)</b></p>	<p><b>Living things and their habitats</b> <b>(What is in your habitat – 3 lessons)</b> <b>(Our Changing World – lessons 2-8)</b> <b>Trip to Grenfell Park</b></p>	<p><b>Animals including humans</b> <b>(Take Care – lessons 1 – 5)</b></p>	<p><b>Animals including humans</b> <b>(Growing Up – lessons 1 – 5)</b></p>
<p><b>RE</b></p> <p>The children will learn about Christianity and Judaism and will explore different cultures and festivals from around the world. They will take part in celebrations for the Chinese New Year and will perform the Christmas story. Children will understand that there are a variety of religions around the world and through discussion and written work will now begin to show an understanding that no matter how different we are, we still need to respect each other's beliefs.</p> <p><a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a></p>	<p>What did Jesus teach - Christianity</p>	<p>Christmas - Christianity</p>	<p>Hannuka – Judaism</p>	<p>Easter resurrection - Christianity</p>	<p>Passover - Judaism</p>	<p>Ramadan &amp; Eid – Islam</p>
<p><b>PE</b></p> <p>The children have been developing their skills in gymnastics, games, dance and athletics. In the topic 'How are You' they have learnt how exercise can keep their bodies healthy. The children have had the opportunity to learn and improve their games-based skills and have applied these taught skills through playing small group and whole class games. Team based games has enabled them to develop their ability to work as part of a team and has given them a good understanding of the need for rules when playing sports.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Dance – The Enormous Turnip Games - Throwing and catching</p>	<p>Gymnastics - Parts – high and low parts Dance Unit: Dot, Squiggle, Dash</p>	<p>Gymnastics – travelling Games – Unit 4 – Group Games and Inventing Rules</p>	<p>Gymnastics – balance and movement Dance Unit: Comic actions and gestures</p>	<p>Games - Athletics Gymnastics – Using apparatus</p>	<p>Games – Athletics Dance Unit: Action Dance</p>
<p><b>History</b></p> <p>The children will become 'Time Detectives' and use photographs and artefacts to find out about the past. They will research and look at information about the Great Fire of London and Florence Nightingale. We will also look at 'Intrepid Explorers', such as Christopher Columbus.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		<p><b>Florence Nightingale</b> <b>(Unit 4: Why do we remember Florence Nightingale?)</b> <b>Workshop</b></p>		<p>The Great Fire of London New Curriculum ( Unit 5: How do we know about the GFoL) <b>St Pauls Cathedral - trip</b></p>		<p>Intrepid Explorers</p>

<p><b>Geography</b></p> <p>The children will look closely at the school and local environment, and will make a visit to the local Tesco store. Maps and Google Earth will be used to look at famous world landmarks and the children will also research the countries where different animals live. They will compare England to different countries, particularly Kenya.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	My World and Me		Life in the City		Let's go on safari	
<p><b>Art</b></p> <p>The children have experience of using a wide range of different art materials. They have look closely at objects and buildings and made observational drawings. The children use paint and collage materials to produce pictures of natural objects. They also use mirrors to create self-portraits.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		Self Portraits		Superheros		Complete Giuseppe Arcimboldo
<p><b>Design Technology</b></p> <p>The children consolidate their skills in designing, making and evaluating. They plan, design and make their own houses from the period of the Great Fire of London using recycled materials. They also plan, design and eat their own healthy fruit salads.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Puppets		Mechanisms – Wheels and axles		Food – Preparing fruit and vegetables	
<p><b>Music</b></p> <p>The children will develop their understanding of rhythm and pulse using a variety of tuned and un-tuned percussion instruments. They will learn a selection of songs to perform in the Christmas concert. Children will participate in singing assemblies every week where they will learn to develop a variety of skills to help them sing in tune.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Hands, feet, heart South African Music	Little Angel Gets Her Wings Christmas	Glockenspiel Stage 1 – learning basic instrumental skills by playing tunes in varying styles	I wanna play in a band Rock Music	Zoo Time Reggae	Reflect, rewind and replay Western Classical music
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes places alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here.</a></p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	<b>Narrative: Stories by the same author</b> -Nigel Gray and Michael Foreman <b>Narrative: Stories from other Cultures</b> <b>Narrative: Stories from other Cultures</b>	<b>Formal informal letters</b> Roald Dahl <b>Poetry- Humorous Poems</b> <b>Narrative: Roman Myths</b> <b>Non-Fiction: Newspaper Report</b> <b>Picture book focus</b>	<b>Narrative: Myths and Legends-Greek Myths Recounts</b> <b>Poetry: Traditional Poems</b> <b>Narrative: Stories about imaginary Worlds</b>	<b>Nonfiction: unit 4 Non – chronological reports</b> <b>Picture book week</b> <b>Instructions and Explanations</b> <b>Poetry to Express Emotions</b>	<b>Narrative: Adventure Stories</b> <b>Persuasive Writing</b> Non-chronological Report	Plays and dialogues <b>Traditional poems</b> Rivers, mountains and coasts Shape poems <b>Animal poems</b>
<b>Maths</b>	Place value Place value and mental calculation 2D shape Length incl. perimeter Statistics Mental calculation Written addition Written subtraction	Counting Multiplication tables (3x, 4x) Written and mental multiplication Written and mental division Time 3D shape	Place value Mental addition and subtraction Fractions Division Volume and capacity Mass Multiplication incl. 8x table Multiplication (statistics, measures, money)	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time	Multiplication facts (statistics) Addition and subtraction (measures) Multiplication and division (measures) 2D shape incl. sorting Decimals Addition and subtraction (money) 3D shape incl. sorting	Place value (measures) Mental calculation Fractions Measures Statistics
<b>Computing</b> The children will learn how to program and debug computer games. They will continue to develop their ICT skills through logging on and off independently and navigating their way to different websites. The children will also develop their knowledge through use of a new website; Edmodo which they can also access from home. <a href="#">To see how this links to the national curriculum. click here.</a>	We are programmers	We are bug fixers	We are presenters	We are network engineers	We are opinion pollsters	We are communicators
<b>Science</b> Our topics this year, in Science, will be sound and hearing, humans and animals, green plants and light and dark. Through these topics the children will have the opportunity to explore varying aspects, carry out investigations and record their findings. <a href="#">To see how this links to the national curriculum. click here.</a>	Light	Rocks and soils	Sound	Animals including humans	Green Plants	Forces
<b>RE</b> The children will learn about many different religions including Sikhism, Hinduism and Christianity. They	Diwali	Christianity- Christmas	Christianity – Jesus’ Miracles	Easter – forgiveness	Hinduism – Hindu Beliefs	Sikhism – Khalsa

<p>will learn how people from different religions celebrate their major festivals and have compared these with their own experiences.</p> <p><a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a></p>						
<p><b>PE</b></p> <p>In our PE lessons, the children have taken part in a variety of team games and have recently been developing their striking and fielding skills. In our indoor PE lessons, the children have used the gymnastics equipment to balance and develop basic routines.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Games Gym	Gym Dance	Gym Dance	Gym Dance	Games/Athletics/Dance	Games/Athletics/Games
<p><b>History</b></p> <p>The children will learn about different periods of History including Prehistoric Britain, Ancient Egypt and the Tudors by examining a range of different artefacts and looking at a variety of sources of information. They will develop their understanding of chronology and place important events on a timeline.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	NA	Prehistoric Britain	NA	Ancient Egypt	NA	Tudors
<p><b>Geography</b></p> <p>In the geography topic this year, we will learn about continents and countries of the world and locate these on maps. They will also develop their map skills by identifying their local area and landmarks.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Investigating the local	NA	Countries of the world	NA	In the desert	NA
<p><b>Art</b></p> <p>Pupils are given the opportunity to explore the work of different artists, including Vincent Van Gogh, and created work in a similar style. They also paint papyrus and create cartouches linked to our work on Ancient Egypt.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Investigating Patterns	NA	Pointillism	NA	Van Gogh	NA
<p><b>Design Technology</b></p> <p>In their DT lessons, the children have the opportunity to investigate and evaluate different products. They then use these ideas to design, make and evaluate a jinx frame and embroidered purse using a variety of skills including sewing and woodwork. The children also take part in a range of cooking activities as part of our Geography work on different cultures.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	NA	Shell Structures	NA	Healthy and Varied Diet	NA	2D shape to 3D shape product

<p><b>Music</b></p> <p>The children will have the opportunity to listen and appraise different styles of music. They will also sing and perform songs in class and in Singing Assembly. After Christmas, the children have regular lessons learning how to play the recorder.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Recorder Three Little Birds</p>	<p>Recorder Three Little Birds Ho Ho Ho</p>	<p>Glockenspiel Stage 2</p>	<p>Benjamin Britten - There Was a Monkey</p>	<p>Let Your Spirit Fly</p>	<p>Reflect, Rewind and Replay</p>
<p><b>French</b></p> <p>The children will learn the basic skills for greeting others. The children will learn to introduce themselves and talk about their family and pets. They will also learn the names for many objects and animals. They will begin to learn numbers 0-20, colours and the birthday song.</p>						
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes places alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here</a>.</p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Poetry Fables Instructions	Iron man – story writing and information writing Non-chronological reports Poetry	Poetry 'The Arrival' – recounts and informal letters/diaries Myths and legends	Playscripts Non-chronological reports Newspapers Explanation texts Poetry	Rainforest link Stories from other cultures Persuasive writing Poetry	Stories from times past Themed weeks (maths, art, science etc) Video narrative
<b>Maths</b>	Place value, decimals, written addition and subtraction, problems and inverse, 2D shape and time	Mental multiplication and division, written multiplication, length incl, perimeter, statistics, assess and review	Place value, roman numerals, negative numbers, fractions and decimals, division, position and direction, area, multiplication	Mental multiplication, written division, place value, written multiplication, 2D shape and position, addition and subtraction (statistics), assess and review	Counting and sequences (statistics), fractions and decimals (measures), fractions and written division, volume, capacity and mass, position and area, multiplication facts and time	Place value, statistics, addition and subtraction (statistics), multiplication and division, shape, assess and review
<b>Computing</b> Our computing topics will include using wiki, Scratch and programming. The children will create documents using a range of tools and techniques whilst showing an awareness of their intended audience. The class will constantly revisit online safety to understand the importance of staying safe online, both on social networking sites and using safe search engines for research. <a href="#">To see how this links to the national curriculum, click here.</a>	We are software developers	We are meteorologists	We are musicians	We are co-authors	We are toy designers	HTML
<b>Science</b> The children will learn about their local environment, electricity, forces, living things and their environments and states of matter. We will visit the local environment to investigate litter in detail. Within each area, children will have the opportunity to apply taught theory to practical investigations. Pupils will be asked to justify predictions, make observations, record results, draw conclusions and use associated scientific vocabulary. Science Week will allow the children to embrace Science in a fun and practical way. <a href="#">To see how this links to the national curriculum, click here.</a>	Living things and their environment	Electricity	Animals including humans	Forces	Habitats	States of matter



<p><b>RE</b></p> <p>Pupils will have the opportunity to learn about customs and festivals from different religions. They will learn about how Christians, Muslims and Jews celebrate special days. They will listen and respond to stories from each of these religions; and will discuss the impact of these stories on people's lives. Pupils will also explore the holy book from each of these major world faiths.</p> <p><a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a></p>	Judaism	Christmas	Judaism	Easter	Hinduism	Creation
<p><b>PE</b></p> <p>Pupils have had an opportunity to learn and apply a variety of physical skills through gymnastics, dance and outdoor games such as rugby and basketball. They have developed their ability to work independently and as a team. Pupils have applied taught skills to small group and whole class games.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Striking and fielding games Gymnastics	Striking and fielding games Gymnastics	Net games Dance	Net games Dance	Invasion games Dance	Invasion games Dance (+8 weeks of swimming)
<p><b>History</b></p> <p>Pupils will have the opportunity to learn about the life of the Romans. They will research significant Roman people, the rise and the fall of the Roman Empire and Pompeii. Pupils will also learn about a variety of different ancient cultures including the Mayans and Anglo-Saxons. Pupils will look at the differences and the similarities between life in ancient times and life now. The children will also learn about significant people throughout history and the impact they have had on our lives.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Romans		Anglo-Saxons			Mayans
<p><b>Geography</b></p> <p>Pupils will learn about where the rainforests are in the world and what their purpose is. They will explore the threats to the rainforest and the consequences of deforestation. They will also learn about European countries and how they compare and contrast to each other. Pupils will also explore earning a living and how this varies across the world.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		Our European neighbours		Earning a living	Rainforests	

<p><b>Art</b></p> <p>Pupils have the opportunity to research significant artists and reproduce their work. For example, the children study the printing techniques of Andy Warhol. They then replicate these in order to create their own art work using various printing styles. Pupils explore the theme of journeys and rainforests along with studying Pop Art.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Pop Art		Journeys		Rainforests	
<p><b>Design Technology</b></p> <p>Pupils have the opportunity to design, make and evaluate through DT. They create their own levers and linkages to make a moving Christmas card. The children learn the different skills required in order to create an effective recipe. They also explore cutting techniques to create different styles of sandwiches.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		Levers and linkages		Sandwiches		Masks
<p><b>Music</b></p> <p>Pupils will have the opportunity to explore and play a variety of percussion instruments. They will also work in small groups to create, perform and reflect upon their own musical compositions. Pupils will have the opportunity to learn about significant artists such as Abba. They will listen to these pieces of music and perform songs using glockenspiels. All children throughout the school will take part in a regular singing assembly in the hall.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Mama Mia	Glockenspiel	Stop!	Lean on Me	Blackbird	Reflect, rewind and replay
<p><b>French</b></p> <p>The emphasis will be on basic conversational French, but pupils will also widen their knowledge of vocabulary e.g. colours, days of the week and some classroom objects. Counting activities and games will teach children counting to at least twenty. Spelling activities and challenges will be enjoyed by the children and they will sing some traditional French songs.</p>						
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes places alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here.</a></p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Descriptive writing Narratives Persuasive writing Non-chronological report Poetry	Texts: Holes The Highwayman  Diary writing Letters Balanced argument Biography	Texts: The Journey The Quest  Descriptive writing Adventure story Narrative poetry Instructional writing Performance poetry	Texts: Mirror The Whisperer  Monologue Newspaper article Letter Balanced Arguments Debate	Present tense writing Love poetry Narrative writing War poetry Recount	Newspaper article Instructional writing Play script Biography Non-chronological report
<b>Maths</b>	Place value (including decimals) Written + and – Geometry (angles) Geometry and measures Addition and subtraction	Mental x and ÷ Division Fractions Multiplication and measure Statistics and measures	Place value and roman numerals Addition and subtraction Mental and written multiplication Measures Geometry	Mental and written division 2D and 3D shapes Calculating with fractions Measures Statistics and measures	Place value Fractions Measures and statistics Geometry Addition and subtraction Multiplication and division	Place value Written calculations Fractions Measures Area and volume of shapes
<b>Computing</b> In computing, the children learn how to stay safe online. They will find ways to present information in different formats and will develop their ability to use 'code' to manipulate images on a screen. <a href="#">To see how this links to the national curriculum, click here.</a>	We are game developers	We are architects	We are artists	We are web developers	We are cryptographers	We are bloggers
<b>Science</b> The children will learn how to plan, perform and evaluate investigations to answer scientific questions. They will look at forces and will learn about how plants and animals reproduce. <a href="#">To see how this links to the national curriculum, click here.</a>	Changing materials	Changing materials/ Earth, Sun and Moon	Earth, Sun and Moon	Forces	All living things	Animals and humans
<b>RE</b> Children will develop a deeper understanding of a range of religions and will be taught the importance of respecting other people's different beliefs. They will have an opportunity to reflect on and share their own beliefs, ideas and values about peace, leadership and the world. <a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a>	Belief into action – Sikhism / Prayer and worship - Hinduism	Christmas - Christianity	Beliefs and moral values – Sikhism / Hindu beliefs - Hinduism	Easter – Christianity	Prayer and worship – Sikhism / Belief and moral values - Hinduism	Beliefs and practices - Christianity

<p><b>PE</b></p> <p>The children will develop their team-work skills and motor skills in tag-rugby, hockey, tennis and ball skill activities. They will create both dance and gymnastic routines. All children will also receive swimming tuition over an eight week block.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Tag Rugby Gym</p>	<p>Tag Rugby Dance</p>	<p>Net and ball games Gym</p>	<p>Net and ball games Dance</p>	<p>Bench ball Athletics</p>	<p>Bench ball Athletics</p>
<p><b>History</b></p> <p>Within the topics of Anglo-Saxons, Ancient Greece and World War II, the children will use photographs, the Internet and books to find out more about the past. Children will explore Anglo-Saxons through the use of timelines. Our Ancient Greece topic will explore how the discoveries and findings at that time are still used today.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Anglo-Saxons</p>		<p>Ancient Greeks</p>		<p>WW2</p>	
<p><b>Geography</b></p> <p>Over the year, children will use Google Earth, the Internet, atlases, maps and books to help them explore the area of Scandinavia. They will identify similarities and differences between the countries that make up Scandinavia and the UK. As well as this, children will study extreme weather phenomena through our topic 'Extreme Earth', such as typhoons and earthquakes.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		<p>Exploring Scandinavia</p>		<p>Extreme Earth</p>		<p>Investigating Rivers</p>
<p><b>Art</b></p> <p>This year, the children will look at 'The Great Wave' by Hokusai. During art lessons, children will appraise this work and create their own version. The pupils will also take inspiration from our Literacy texts and RE topics to create artworks.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Illusions</p>		<p>Extreme Earth</p>		<p>Leonardo Da Vinci</p>	
<p><b>Design Technology</b></p> <p>Children will work on the topic of 'Electrical circuits' to make a board game. They will also work through the process of appraising, designing, making and evaluating.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		<p>Frame Structures</p>		<p>Food- celebrations culture and seasonality</p>		<p>Electrical systems</p>
<p><b>Music</b></p> <p>The pupils will take part in a weekly music sessions led by the borough advisory service. Within these lessons children will be taught to read music and learn to play the flute, trombone or clarinet.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Guitars</p>	<p>Guitars</p>	<p>Guitars</p>	<p>Guitars</p>	<p>Guitars</p>	<p>Guitars</p>

<a href="#">click here.</a>						
<p><b>French</b></p> <p>At this age, the children will learn how to discuss their journey to school, directions, celebrations and the lunchtime routine. They will also begin to talk about their likes and dislikes and begin to build their own sentences. They will link French to their science curriculum to describe the planets.</p>						
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes places alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here.</a></p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Picture Books (Tuesday) Detective Stories Secret Door/Mirrors (500 words) Poetry - Jabberwocky	Scary Stories Remembrance Picture Books (The Lost Thing) Poetry - Christmas	Lady Of Shalott Narnia/Street Child Picture Book (Mirror)	Picture Book (Leon and the Place Between) Poetry Non-linear stories Fairy Tale Journalistic Writing	Dragonology	Making books
<b>Maths</b>	Place Value Mental and written addition Mental and written multiplication (time) 2D and 3D Shape Mental and written subtraction Mental and written division	Fractions Fractions, percentages, ratio and proportion Geometry – angles. Statistics – pie charts Measurement – length, including perimeter, mass, area and volume	Place value, sequences and coordinates 2D shape, coordinates, translation and reflection Measurement – temperature, mean Calculating with fractions Mental and written division Mental and written multiplication	Mental and written addition and subtraction Measurement, ratio and proportion 2D and 3D shape Area, perimeter and volume of shapes Statistics – line graphs and pie charts	Place Value, decimals and fractions Mental and written calculations Calculating fractions, ratio and proportion Coordinates, translation and reflection Algebra and sequences Measurement (length and time) and statistics	Measurement – mass and volume / capacity Mental and written calculations Fractions Place value and decimals 2D and 3D shape
<b>Computing</b> The children create documents using a range of tools and techniques whilst showing an awareness of their intended audience. Children use online resources to aid them with their revision of Maths and to further develop their reading. The class constantly revisit e-safety to understand the importance of staying safe online, both on social networking sites and using safe search engines for research. They are also aware of the issues surrounding copyright and plagiarism. <a href="#">To see how this links to the national curriculum, click here.</a>	We are app planners	We are interface designers	We are project managers	We are market researchers	We are app developers	We are marketers
<b>Science</b> The children learn about electricity, in which they are given the opportunity to investigate electrical components and incorporate them into a circuit. They have learn about light and investigate how it travels. The children also learn about humans and animals, looking at the life cycles of different creatures. <a href="#">To see how this links to the national curriculum, click here.</a>	Electricity	Light	Animals including humans	All living things	Evolution and inheritance	

<p><b>RE</b></p> <p>The children learn about Christianity and Islam. They explore what faith is, what difference it can make in our lives and the importance of respecting others' beliefs.</p> <p><a href="#">In our school, we follow the Barking and Dagenham agreed syllabus for religious education.</a></p>	Beliefs and practices - Islam	Christmas - Christianity	Beliefs and meanings - Christianity	Easter – Christianity	Beliefs and moral values - Islam	Beliefs and moral values - Islam
<p><b>PE</b></p> <p>The children develop their skills in a range of team games. They work collaboratively, both with a partner and as a class to choreograph dances in a range of styles. The children explore making sequences using the large apparatus in gymnastics.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Outdoor – Games Indoor - Dance	Outdoor – Games Indoor - Gymnastics	Outdoor – Games Indoor - Dance			
<p><b>History</b></p> <p>The children use photographs, artefacts, the internet and books to find out about the past. Children explore Crime and Punishment through the ages. They write, in a variety of genres, about famous crimes as well as looking at punishments from the past and how they have changed throughout history. They have also looked at links in history through the Lady of Shalott and Remembrance Day. Children also study modern history and look at events in Britain since 1948</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Crime and punishment		How has life changed since 1948		Benin	
<p><b>Geography</b></p> <p>Through the use of Google Earth, the Internet, atlases, maps and books, children learn about coasts around the world. They learn about what they are, how they are formed, their physical features, the process of erosion and management strategies.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>		Coasts		Mountains		South America
<p><b>Art</b></p> <p>In the topic 'Monet and the Impressionists', children look at how colour can express ideas &amp; feelings. Through use of a variety of paint, textiles, pencils and charcoal, they practise techniques in applying the use of tone.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	Famous fashions		Monet and the impressionists		Cityscapes	
<p><b>Design Technology</b></p> <p>In the topic 'Celebrating Culture and Seasonality', children use their knowledge about food hygiene and healthy eating to research, design and make a food product. They then present the food product appropriately for the intended user and evaluate</p>		Textiles - Combining different fabric shape including CAD		Mechanical Systems - pulleys or gears.		Food - Celebrating culture and seasonality

<p>their work.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>						
<p><b>Music</b></p> <p>The children develop their understanding of rhythm and pulse during weekly singing assemblies. In class, pupils have the opportunity to learn about significant artists. They listen to these pieces of music and perform songs.</p> <p><a href="#">To see how this links to the national curriculum, click here.</a></p>	<p>Livin' on a prayer - Rock</p>	<p>Benjamin Britten (new year carol) - Benjamin Britten (Western Classical music), Gospel, Bhangra</p>	<p>Classroom jazz 2 - Jazz, Latin, Blues</p>	<p>Fresh prince of Bel Air – Hip hop</p>	<p>Make you feel my love – Pop ballads</p>	<p>Reflect, rewind, replay - Western Classical Music</p>
<p><b>French</b></p> <p>The pupils will learn to describe the time. They will also begin to learn about French schools and compare this to their own location. They will begin to discuss the school timetables, places in a town and dates. At this age, the children will become more confident in building their own sentences in order to have a conversation.</p>	<p>Verbs (Tenses) / Animals (extended vocabulary) / Telling the time</p>	<p>Using adverbs (time) / School subjects Café role play</p>	<p>Numbers to 100 / France Project</p>			
<p><b>SMSC</b></p>	<p>Throughout the year, the children learn about different aspects of the Social, Moral, Spiritual and Cultural curriculum. This learning takes place alongside other learning in most subjects. A full list of the objectives covered can be found <a href="#">here</a>.</p>					