



AUTUMN		SPRING		SUMMER		
What can you find beyond the sky?		How do we treasure the greatest kingdom of all?				
LITERACY Speaking and listening	<p>Fiction - Baby Brains</p> <p>Non - Fiction - Instructions: How to make a sandwich in space!</p> <p>Character Profile</p>	<p>Fiction - We're going on a bear hunt</p> <p>Non-Fiction - Non-Chronological Report: Neil Armstrong</p> <p>Personal Narrative: Man on the Moon</p>	<p>Quality Text: The Lion King Key Outcome: Children to create a character profile of Scar</p> <p>Quality Text: The Snail and the Whale Key Outcome: Children to create a letter to persuade the whale to take the snail (them) around the world.</p> <p>Quality Text: The Lion Inside Key Outcome: Children to create their own narrative inspired by the events of The Lion Inside.</p> <p>Quality Text: You're All My Favourite Key Outcome: Children to create a narrative inspired by the quality text 'You're All My Favourite'. Children to SHARE their texts and donate these to the Therapet Charity.</p>	<p>Quality Text: What Mr Darwin Saw Key Outcome: Children to create a chronological report about Charles Darwin's life</p> <p>Quality Text: The Tiger who came for Tea (Narrative, plus SPaG) Key Outcomes: Children to create an innovative narrative inspired by The Tiger who came for Tea. Children to create menus, which focus on key SPaG features and punctuation.</p> <p>Writing Saturation Week: Non-Chronological Report about an African Animal, ready to share with The Natural History Museum in London.</p>		

<p style="text-align: center;">SPAG</p>	<p>Capital letter, full stop, finger space, question mark and exclamation mark.</p> <p>Encapsulating what they wish to say, sentence by sentence.</p>	<p>Expanded Noun Phrases</p> <p>Sentence Forms: Statement, questions, command, exclamation</p>	<p>To be able to write for a wide range of purposes.</p> <p>To be able to spell common exception, phonetically plausible and project linked spellings correctly.</p> <p>Sentence Forms: Statement, questions, command, exclamation</p>			
<p style="text-align: center;">SCIENCE</p>	<p><b>Materials</b></p> <p>Identify and compare a suitability of everyday materials.</p> <p>Explore how the shapes of objects change.</p>	<p><b>Seasonal Changes</b></p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons.</p> <p>To explore a variety of working scientifically skills.</p>	<p><b>Animals including Humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>		
<p style="text-align: center;">Computing</p>	<p><b>E- Safety and Technology in our Lives</b></p> <p>Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p>	<p><b>Programming</b></p> <p>Giving simple instructions. Spotting where things to wrong,</p> <p>Giving instructions in a specific order.</p>	<p>To understand what algorithms are, how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions.</p>			
<p style="text-align: center;">D T</p>	<p><b>Dehydrated Food</b></p> <p>To design functional and appealing products for other users based on design criteria.</p> <p>To select from and use a range of equipment to perform practical tasks.</p>					



ART and DESIGN	<p><b>Paper-Mache Planets</b> To use a range of materials to creatively design and make products. To use collage, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Authentic animal masks. - To use a range of materials creatively to design and make products. - To learn about the work of a range of artists, craft makers and designers making links to their own work. - To select from and use a range of tools and equipment to perform practical tasks. - To explore and evaluate a range of existing products. - To use a wide range of materials and components including construction, textiles and ingredients according to characteristics.</p>		
GEOG	<p><b>Continents and Oceans - From Ariel Photographs</b> To name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries.</p>				
HISTORY	<p><b>Neil Armstrong</b> To learn about lives of significant individuals To compare aspects of life in different periods. To place events on a timeline in chronological order.</p>		<p><b>Charles Darwin</b> To learn about lives of significant individuals To compare aspects of life in different periods. To place events on a timeline in chronological order.</p>		
MUSIC	<p>In the Groove Rhythm in the Way</p>				
PE	Catch, Run	Dance Space Dance	Ball Bounce	Exim Dance	
SEAL	<p>Being in My World/Celebrations</p>		<p>Dreams and Goals/Healthy Me</p>		
RE	<p>To explore who and what is special to me. To explore who and what supports and guides people. To explore stories, prayers and songs to help us understand ourselves and ideas about God.</p>		<p>In R.E. we will be exploring aspects of life on earth which are reflected in the pattern of religious and other practices and festivals.</p>		