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| **Class** |  | **Autumn** | | | | **Spring** | | | | **Summer** | | | | | |
| **English** |  | ***Teaching Texts:***  Hansel and Gretel – Anthony Browne  Stone Age Boy – Satoshi Kitamura  A Ruined House – Ruby Namadar | | | ***Teaching Texts:***  Clever Polly – Catherin Storr  Poetry –The Sound Collector - Roger McGough | ***Teaching Texts:***  Jason and the Golden Fleece - Geraldine McGaughrean  Greek Myths for Young Children - Marcia Williams | ***Teaching Texts:***  The Village that Vanished - Ann Grifalconi  If the World were a Village - David J. Smith | | | ***Teaching Texts:***  First News  Blodin the Beast – Michael Morpurgo | | ***Teaching Texts – Novel/Chapter Book:***  The Iron Man – Ted Hughes  Poetry – *Roger* McGough / Ted Hughes | | | |
| **Maths** |  | **Number: Place Value**   * - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number * recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) * compare and order numbers up to 1,000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1,000 in numerals and in words * solve number problems and practical problems involving these ideas   **Number: Addition and Subtraction**   * add and subtract numbers mentally, including:   + a three-digit number and 1s   + a three-digit number and 10s   + a three-digit number and 100s * add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction * estimate the answer to a calculation and use inverse operations to check answers * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction   **Number: Multiplication and Division**   * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects | | | | **Number: Multiplication and Division**   * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects   **Measurement: Length and Perimeter**   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * measure the perimeter of simple 2-D shapes   **Number: Fractions**   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ] * compare and order unit fractions, and fractions with the same denominators   solve problems that involve all of the above  **Measurement: Mass and Capacity**   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | | **Number: Fractions**   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * add and subtract fractions with the same denominator within one whole   **Measurement: Money**  add and subtract amounts of money to give change, using both £ and p in practical contexts  **Measurement: Time**   * tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, am/pm, morning, afternoon, noon and midnight * know the number of seconds in a minute and the number of days in each month, year and leap year * compare durations of events [for example, to calculate the time taken by particular events or tasks] * **Geometry: Properties of Shape** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them * recognise angles as a property of shape or a description of a turn * identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle * identify horizontal and vertical lines and pairs of perpendicular and parallel lines   **Statistics**   * interpret and present data using bar charts, pictograms and tables * solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables | | | | | |
| **Science** | **Cycle A** | **Electricity**  ·identify common appliances that run on electricity  · construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  · identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  · recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  · recognise some common conductors and insulators, and associate metals with being good conductors | **Sound**  · identify how sounds are made, associating some of them with something vibrating  · recognise that vibrations from sounds travel through a medium to the ear  · find patterns between the pitch of a sound and features of the object that produced it  · find patterns between the volume of a sound and the strength of the vibrations that produced it · recognise that sounds get fainter as the distance from the sound source increases. | | | **Forces and Magnets**  · compare how things move on different surfaces  · notice that some forces need contact between two objects, but magnetic forces can act at a distance  · observe how magnets attract or repel each other and attract some materials and not others  · compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials · describe magnets as having two poles · predict whether two magnets will attract or repel each other, depending | | **Forces and Magnets** – Continued -Short half term  · compare how things move on different surfaces  · notice that some forces need contact between two objects, but magnetic forces can act at a distance  · observe how magnets attract or repel each other and attract some materials and not others  · compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials · describe magnets as having two poles  · predict whether two magnets will attract or repel each other, depending on which poles are facing. | | **Plants –** · identify and describe the functions of different parts of Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the Air, light, water, nutrients, soil, reproduction, transportation, dispersal (animal/seed/water) pollination, flowering plants: roots, stem/trunk, leaves and flowers  · explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant · investigate the way in which water is transported within plants  · explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation. | | | | **Rocks, Soils and Fossils**  · compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  · describe in simple terms how fossils are formed when things that have lived are trapped within rock  · recognise that soils are made from rocks and organic matter. | |
| **Cycle B** | **Light**  · recognise that they need light in order to see things and that dark is the absence of light  · notice that light is reflected from surfaces · recognise that light from the sun can be dangerous and that there are ways to protect their eyes · recognise that shadows are formed when the light from a light source is blocked by an opaque object  · find patterns in the way | **Animals, including humans** · identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat | | | **Animals, including humans**  · identify that humans and some other animals have skeletons and muscles for support, protection and movement. | | **Animals, including humans**  · describe the simple functions of the basic parts of the digestive system in humans  · identify the different types of teeth in humans and their simple functions  · construct and interpret a variety of food chains, identifying producers, predators and prey. | | **Living things and their habitats**  · recognise that living things can be grouped in a variety of ways  · explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  · recognise that environments can change and that this can sometimes pose dangers to living things | | | | **States of Matter**  · Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter  · observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) · identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |
| **History** |  | **Stone Age to Iron Age (2 terms)**  **NC ref**:  Changes in Britain Stone Age to Iron Age  **Focus:** Daily life,technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations. | | | | | | | | **Ancient Egypt**  **NC Ref:** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Links to what is happening in Britain at this time. | | | | | |
| **Geography** | **Cycle A** | **Why do we have cities?**  Focus: UK towns, cities and counties Learning objectives:  · Know the names and locations of the major cities of the UK and the difference between a city and a town  · Use of accurate terminology for key features of cities, including site and function  · Comparison of how cities differ within the UK and some of the possible differences between their local city and some globally significant cities  · Know how places become cities and what happens there  · Consider the impact cities have on people and the physical environment  · Use maps and atlases as well as photographs and information texts to gather information | | | | **What can we discover about Europe?** Focus: Europe’s places, features and people Learning objectives:  · Develop knowledge of the location of key countries, capitals and physical features in Europe  · Develop knowledge of the location of climate zones and an introduction to biomes · Develop place knowledge including key human and physical characteristics  · Develop knowledge of differences across Europe including relief, climate, different biomes  · Develop use of atlas maps, thematic maps and GIS and geographical information from research  · Sketch/photographic annotation · Describe places geographically | | | | **We’ve got it all! Why is the North East special?**  Focus: Local fieldwork – rivers and coasts Learning objectives:  · Develop knowledge of human and physical geography by looking in depth at one region of the UK – The North East of England  · Identify the region and counties on maps across a variety of scales – moving from global to continental to national to England  · Identify key features, including types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region  · Develop knowledge of the varied human and physical geography of the region, including economic activity (what is made in the region) and rivers  · Use geographical information from OS maps, information texts, photographs and fieldwork | | | | | |
| **Cycle B** | **Is the UK the same everywhere?** Focus: UK Physical Geography Learning objectives:  · Develop locational knowledge of the United Kingdom to include counties, major towns/cities, physical features and some human features  · Knowledge of key topographical features of the UK, including physical features such as hills, mountains, coasts and rivers  · Contrast places in the UK, including physical features in different parts of the country and differences in the weather  · Use of a satellite image · Use of maps including physical features maps and atlas maps of the UK  · Add detail to a base map and use OS maps with symbols and four figure grid references  · Annotation/description of photographs, base maps, satellite images | | | | **Why does Italy shake and roar?**  Focus: Region in Europe Learning objectives: · Knowledge of the location of Italy  · Identify and describe Italy and its regional key physical and human characteristics using maps of Europe and country maps  · Understand geographical similarities and differences through the study of a region in a European country (area around Naples)  · Describe and understand aspects of physical geography, including rivers, mountains, volcanoes and earthquakes  · Describe and understand types of human settlement and land use · Gather information and pose geographical questions · Add labels to photographs and consider how photographs provide useful evidence · Use of N/S/E/ | | | | **What happens when the land meets the sea?** Focus: Local fieldwork - coasts Learning objectives:  · Develop knowledge of physical processes that shape the coast  · Develop knowledge about coastal protection and management effectiveness  · Consider coastal processes and the impact on people and landscapes  · Use geographical information from OS maps, information texts, photographs and fieldwork  · Fieldwork - planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation | | | | | |
| **Art** | **Cycle A** | **Autumn 1 Focus- Painting**  **Learning intentions**  • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  • Mix colours effectively.  • Use watercolour paint to produce washes for backgrounds then add detail.  • To use sketchbooks to record and review observations and ideas. • To replicate techniques and create original pieces influenced by artists.  To focus on the work of Monet | | | | **Spring 1 Focus- Drawing**  **Learning Intentions**  • Use pencils of different hardness to show line, tone and texture.  • Annotate sketches to explain and elaborate ideas.  • Sketch lightly (no need to use a rubber to correct mistakes).  • Use shading to show light and shadow.  • To show tone and texture.  • To use sketchbooks to record and review observations and ideas. • To replicate techniques and create original pieces influenced by artists.   * To focus on the work of Frida Kahlo | | | | **Summer 1- Sculpting/Design**  **Learning Intentions**  • Plan, design, make and adapt models.  • Join clay adequately.  • Construct a simple clay base for extending and modelling other shapes.  • Make informed choices about the sculpting technique chosen.  • Show an understanding of shape, space and form. • To replicate techniques and create original pieces influenced by artists.   * To focus on the work of Anthony Gormley – recycled materials | | | | | |
| **Cycle B** | **Autumn 1 Focus- Painting**  **Learning intentions**   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Use watercolour paint to produce washes for backgrounds then add detail. * Experiment with creating mood with colour. * To use sketchbooks to record and review observations and ideas * To replicate techniques and create original pieces influenced by artists. * To focus on the work of JMW Turner | | | | **Spring 1 Focus- Drawing**  **Learning Intentions**   * Use pencils of different hardness to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to use a rubber to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture. * To use sketchbooks to record and review observations and ideas * To replicate techniques and create original pieces influenced by artists. * To focus on the work of Bridget Riley | | | | **Summer 1- Sculpting/Design**  **Learning** **Intentions**   * Plan, design, make and adapt models. * Join clay adequately and work reasonably independently. * Construct a simple clay base for extending and modelling other shapes. * Make informed choices about the sculpting technique chosen. * Show an understanding of shape, space and form. * • Use a variety of materials. * To replicate techniques and create original pieces influenced by artists. * To focus on the work of Denise Wren - pottery | | | | | |
| **DT** | **Cycle A** | **Structures**  **Shell Structures**  **Prior learning**  - Experience of using different joining, cutting and finishing techniques with paper and card. - A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.  **Designing** - Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. - Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.  **Making** - Order the main stages of making. - Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. - Explain their choice of materials according to functional properties and aesthetic qualities. - Use finishing techniques suitable for the product they are creating.  **Evaluating** - Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. - Test and evaluate their own products against design criteria and the intended user and purpose.  **Technical knowledge and understanding** - Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Know and use technical vocabulary relevant to the project. | | | | **Food**  **Healthy and Varied Diet**  **Prior learning**   - Know some ways to prepare ingredients safely and hygienically. - Have some basic knowledge and understanding about healthy eating and The eatwell plate.  - Have used some equipment and utensils and prepared and combined ingredients to make a product.  **Designing** - Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.  **Making** - Plan the main stages of a recipe, listing ingredients, utensils and equipment.  - Select and use appropriate utensils and equipment to prepare and combine ingredients.  - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.  **Evaluating** - Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.  **Technical knowledge and understanding** - Know how to use appropriate equipment and utensils to prepare and combine food.  - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  - Know and use relevant technical and sensory vocabulary appropriately. | | | | **Electrical Systems**  **Simple Circuit and Switches**  **Prior learning** - Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. - Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.  **Designing** - Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.  **Making** - Order the main stages of making.  - Select from and use tools and equipment to cut, shape, join and finish with some accuracy. - Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.  **Evaluating** - Investigate and analyse a range of existing battery-powered products. - Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.  **Technical knowledge and understanding** - Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. - Apply their understanding of computing to program and control their products. - Know and use technical vocabulary relevant to the project. | | | | | |
| **Cycle B** | **Textiles  Focus: 2-D shape to 3-D product**  **Prior learning** - Have joined fabric in simple ways by gluing and stitching.  - Have used simple patterns and templates for marking out.  -Have evaluated a range of textile products.  **Designing** - Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.  - Produce annotated sketches, prototypes, final product sketches and pattern pieces.   **Making** - Plan the main stages of making.  - Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.  - Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.   **Evaluating** - Investigate a range of 3-D textile products relevant to the project.  - Test their product against the original design criteria and with the intended user.  - Take into account others’ views. - Understand how a key event/individual has influenced the development of the chosen product and/or fabric.   **Technical knowledge and understanding** - Know how to strengthen, stiffen and reinforce existing fabrics.  - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances.  - Know and use technical vocabulary relevant to the project | | | | **Mechanical systems  Focus:  Levers and linkages**  **Prior learning** - Explored and used mechanisms such as flaps, sliders and levers. - Gained experience of basic cutting, joining and finishing techniques with paper and card.  **Designing** - Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.  -Use annotated sketches and prototypes to develop, model and communicate ideas.  **Making** - Order the main stages of making. - Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.  - Select from and use finishing techniques suitable for the product they are creating.   **Evaluating** - Investigate and analyse books and, where available, other products with lever and linkage mechanisms.  - Evaluate their own products and ideas against criteria and user needs, as they design and make.  **Technical knowledge and understanding** - Understand and use lever and linkage mechanisms.  - Distinguish between fixed and loose pivots.  - Know and use technical vocabulary relevant to the topic | | | | **Mechanical systems Focus: Pneumatics**  **Prior learning** - Explored simple mechanisms, such as sliders and levers, and simple structures. - Learnt how materials can be joined to allow movement. - Joined and combined materials using simple tools and techniques.  **Designing** - Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.  - Use annotated sketches and prototypes to develop, model and communicate ideas.   **Making** - Order the main stages of making.  - Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. - Select from and use finishing techniques suitable for the product they are creating.   **Evaluating** - Investigate and analyse books, videos and products with pneumatic mechanisms. - Evaluate their own products and ideas against criteria and user needs, as they design and make.   **Technical knowledge and understanding** - Understand and use pneumatic mechanisms.  - Know and use technical vocabulary relevant to the topic | | | | | |
| **Computing** |  | **Algorithms** - To explore algorithms  **Digital Literacy** - SWGFL Scheme of work - Passwords  **IT**  - To explore multimedia word processing  - To explore digital video - To create a database | | | | **Algorithms** - To create an algorithm  **Digital Literacy** - Staying Safe - Websites and Adverts  **IT**  - To explore multimedia word processing  - To explore digital video - To create music using multimedia app | | | | **Algorithms** - To program and test coding  **Digital Literacy** - The Key to Keywords  **IT**  -To apply understanding of digital video - To edit pictures using multimedia app  - To create a spreadsheet | | | | | |
| **PE** |  | **Dance – Round the Clock**  Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrase  **Invasion games – basketball skittles**  Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. Control a ball when receiving or passing a ball | **Invasion games – Hockey end zone**  Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning  **Gymnastics – Balancing**  Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. | | | **Strike/fielding games – zone cricket** Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning.  **Gymnastics -assessment 2-3**  Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness/flexibility affect performance. Work cooperatively with others to produce a routine. | | | **Dance – Time to erupt**  Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Remember and repeat dance perform phrases.   **Invasion games – football**  Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. Control a ball when receiving or passing a ball. | **Net/wall games – tennis**  Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning.  **Outdoor activity – gone fishing**  Follow a map in a familiar context. Use clues to follow a route. Follow a route safely. Know the boundaries in place. | | | **Athletics – pass the baton**  Run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do. Identify different ways to jump linked to athletics.  **Strike/fielding – run the loop**  Be aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. Apply basic rules. Begin to use suitable techniques. Learn from not winning. | | |
| **RE** | **Cycle A** | **How do Hindus worship?**  **How and why is Advent important to Christians?** | | | | **What can we learn about Christian worship and beliefs by visiting churches?**  **What do Christians remember on Palm Sunday?** | | | | **What do Hindus believe?** | | | | | |
| **Cycle B** | **What do we know about the Bible and why is it important to Christians?**  **Why do Christians call Jesus the light of the world?** | | | | **What do Christians believe about Jesus?**  **Why is Lent such an important period for Christians?** | | | | **How and why do people show care for others?**  **Why do people visit Durham Cathedral today?** | | | | | |
| **French** |  | **Introductory Unit D**  - Greetings and names  - Sur le Pont  - Numbers to 10 / 20    - Combien de?  - Weather / Francophonie -  France (geography) & 4 Francophone countries in different continents  - Classroom Instructions | | | | **En route pour l’école**  - Opinions  - Puis, ensuite, finalement  - Il y a  - Numbers to 100  - Directions  - je vais… | | | | **Scène de plage**  - Adjectives  - C’est, ce n’est pas  - Il y a…  - ils/elles + er verbs | | | | | |
| **Music** |  | **Environment–**  composition  **Building –**   beat | | **Sounds –**  exploring sounds  **Poetry –**  performance | | **China –**  pitch  **Time** –  beat | **In the Past –** pitch  **Communication–**  composition | | | **Human Body**–  structure  **Singing French–**  pitch | | | | | **Ancient Worlds**– structure  **Food and Drink**–beat |
| **PSHE** | **Cycle**  **A** | **What makes a community?** | | **What keeps us safe?** | | **What are families like?** | **How can we be a good friend?** | | | **Why should we eat well and look after our teeth?** | **Why should we keep active and sleep well?** | | | | |
| **Cycle B** | **How can our choices make a difference to others and the environment?** | | **What strengths, skills and interests do we have?** | | **How do we treat each other with respect?** | **How can we manage our feelings?** | | | **How can we manage risk in different places?** | **How can we manage risk in different places?** | | | | |