







Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> 	<p>Creating poetry Text: Thinker My puppy, poet and me (Eloise Greenfield) Hook: videos of poets reciting haikus Writing outcomes: poetry recital assembly Performance in front of an audience.</p> <p>Writing to inform Instructions: Text: The Disgusting sandwich (Gareth Edwards) Hook: make a disgusting sandwich Writing outcomes: you tube Rec – made fruit kebabs and castles from junk. Y1 – link to healthy eating (PSHE)</p> <p>Writing to entertain: Lubna and Pebble (Wendy Meddour) Hook: Decorate pebbles Writing outcomes: narrative Virtue: respect Y1 – Link to living in the Wider World (PSHE)</p> <p>Supplementary Texts: Please Mrs Butler (Alan Alhberg), Mr Grumpy's Outing (John Burningham) and First day of winter (Denise Fleming)</p>	<p>Personal Narratives: Text: The Proudest Blue (Ibtihaj Muhammad) Hook: share picture of something they love. Writing outcomes: Class anthology for reading corner.</p> <p>Developing punctuation: Text: Don't let the pigeon drive the bus! (Mo Willems) Hook: Don't let the pigeon drive the bus animation. Writing outcomes: YouTube</p> <p>Writing Letters: Text: Paddington Post (Michael Bond) Hook: Writing outcomes: write up in best books and send to Paddington charity who will write back.</p> <p>Supplementary Texts: My name is not refugee (Kate Milner) The lost homework (Richard O'Neill) Dragon post (Emma Yarlett) Meerkat Mail (Emily Gravett)</p>	<p>Creating persuasive texts: Text: The king who banned the dark (Emily Haworth-Booth) Hook: Play if I ruled the world. Writing outcomes: Display persuasive posters around school and give letter to governors.</p> <p>Writing to entertain: Text: The Dragon Machine (Helen Ward) Hook: Video of poetry recitals Writing outcomes: poetry recital</p> <p>Writing about real life: What do grown-ups do all day (Virginie Morgand) Hook: visitor to interview e.g., Mr Graham Writing outcomes: Voice-over power point Y1 PSHE – relationships</p> <p>Virtue: respect, curiosity</p> <p>Supplementary Texts: Don't let pigeon stay up late (Mo Willems), What do grown-ups do all day? (Dawid Ryski)</p>	<p>Developing vocabulary: Text: How to baby sit a Grandma (Jean Reagan) Hook: follow instructions to make XXX Writing outcomes: instructions given to intended audience.</p> <p>Writing fact files: Text: Monsters book of monsters (Jonny Duddle & Aleksei Bitskoff and dragon world (Tamara Macfarlane & Alessandra Fusi) Hook: Dragon invasion Writing outcomes: write up in best books and create class anthology for reading corner. Fact File about Leonardo Da Vinci (Art Y1)</p> <p>Writing to entertain: Text: The Night Gardener (The Fan Brothers) Writing outcomes: Narrative – Create your own story based on an imaginary night-time adventure.</p> <p>Supplementary Texts: Tiger, tiger, burning bright (Fiona Waters), Weird but true! (National Geographic Kids)</p>	<p>Developing Description: Text: The Tunnel (Anthony Browne) Poetry link. Hook: Play guess what the description is of Writing outcomes: poetry recital assembly</p> <p>Writing recounts: Text: The Night Gardener – The Fan Brothers Hook: Look at brochures and videos of Chatsworth House Writing outcomes: recount of trip given to parents</p> <p>Developing vocabulary: Text: Never Smile at a Monkey (Steve Jenkins) Writing outcomes: ****</p> <p>Supplementary Texts: The trouble with my brother (Brian Patten)</p>	<p>Developing persuasive language: Text: The promise/ Wangari's Trees of Peace (Janette Winter) Hook: Walk around Gorton Publishing: Send letters to councilors EYFs composting/ respect for the environment/ planting</p> <p>Writing to inform: Text: Africa, Amazing Africa (Atinuke) Hook: Walk around Gorton Writing outcomes: publish and pin up in local shops. Human and physical features (Y1) Writing about the continents (geography)</p> <p>Writing narratives: Text: The Midnight Fair (Gideon Sterer) Hook: Writing outcomes: class book to take to new classroom.</p> <p>Supplementary Texts:</p>

<p>Maths</p> 	<p>Number:</p> <ul style="list-style-type: none"> - Place value - Addition and subtraction <p>Virtue: Curiosity</p>	<p>Number:</p> <ul style="list-style-type: none"> - Addition and subtraction <p>Geometry:</p> <ul style="list-style-type: none"> - Shape <p>Virtue: Curiosity</p>	<p>Measurement:</p> <ul style="list-style-type: none"> - Money <p>Number:</p> <ul style="list-style-type: none"> - Multiplication and division <p>Virtue: Curiosity</p>	<p>Measurement:</p> <ul style="list-style-type: none"> - Length and height - Mass, capacity, and temperature <p>Virtue: Curiosity</p>	<p>Number:</p> <ul style="list-style-type: none"> - Fractions <p>Measurement:</p> <ul style="list-style-type: none"> - Time <p>Statistics</p> <p>Virtue: Curiosity</p>	<p>Statistics</p> <p>Geometry:</p> <ul style="list-style-type: none"> - Position and direction <p>Virtue: Curiosity</p>
<p>Science</p> 	<p>Plant Growth- Biology</p> <p>Plants grow from seeds, and require water, light and a suitable temperature.</p> <p>Caring for the environment</p> <p>Virtue: Curiosity</p> <p>Sustainability: Pupils learn about seasonal fruits and vegetables, and how we can eat foods that are 'in season' to reduce waste of these foods. They will learn the terms temperature and environment.</p> <p>Local plant walk</p>	<p>Needs of animals - Biology</p> <p>Animals need water, food and air to survive and to have offspring.</p> <p>Virtue: Curiosity</p> <p>Sustainability: Children are taught about biodiversity, food chains, habitats and how animals have needs that must be met. Children will be introduced to the terms Reduce, Reuse, Recycle. Pupils will be introduced to the term natural resources. They will learn the terms climate and natural resources.</p>	<p>Uses of materials - Chemistry</p> <p>Comparisons of an object's material with its use; impact of bending, twisting on solid objects</p> <p>Virtue: Curiosity</p> <p>Sustainability: Children will be introduced to the terms Reduce, Reuse, Recycle and sustainability.</p>	<p>Living things and their habitats - biology</p> <p>Introduction to habitats, micro-habitats, and simple food chains</p> <p>Virtue: Curiosity</p> <p>Local habitats walk</p>	<p>Solids, liquids and gases – chemistry</p> <p>How the same substances can exist as solids, liquids, and gases.</p> <p>Virtue: Curiosity</p> <p>Sustainability: They will learn the term global warming.</p>	<p>Consolidation and review</p> <p>Solids, liquids and gases – chemistry</p> <p>How the same substances can exist as solids, liquids, and gases.</p> <p>Virtue: Curiosity</p> <p>Sustainability: They will learn the term global warming.</p>
<p>Geography</p> 	<p>Mini Mappers</p> <p>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p> <p>Geographical Scale</p> <p>Identify locations at</p>		<p>Hot and cold deserts</p> <p>Locating hot and cold deserts, and identifying common physical and human features</p> <p>Geographical Scale</p> <p>Hot and cold deserts</p>		<p>Rivers, seas and oceans</p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>	

	<p>different scales: local map of the area, map of England, maps of UK, Europe and the world.</p> <p>Virtue: Curiosity and Civility</p> <p>Walk of the local area to identify human and physical features</p>		<p>examples used are at the continental scale.</p> <p>Making Connections</p> <p>Can humans live, eat and work here? Look at human impact on hot and cold deserts. Introduce the term 'Climate Change'.</p> <p>Sustainability: Children are taught about biodiversity, organisms, species, flora and fauna. Pupils are introduced to some of the key vocabulary that will later be used to describe and explain climate change as well as the idea that the ice caps are melting, and this is impacting polar bears. They will learn the term climate.</p> <p>Virtual fieldwork of deserts overseas</p>		<p>Geographical Scale</p> <p>Rivers occur at all scales, from local to global.</p> <p>Making Connections</p> <p>Rivers are useful. How do humans use rivers – for transport, leisure and boundaries.</p> <p>Virtue: Curiosity</p> <p>Sustainability: Children are taught about bodies of water and living things that can be found there. They will also learn about agriculture and the impact of overfishing. They will learn the term agriculture.</p> <p>Visit a local river to see river features</p>	
<p>History</p> 		<p>Local History: Community and Family</p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p> <p>History of Gorton – visit Gorton Monastery</p>		<p>The Great Fire of London</p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London.</p> <p>Effects of the fire on Gorton</p>		<p>Explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins.</p> <p>Manchester explorers past and present</p>
<p>Art</p>	<p>Our School</p> <p>Artist Focus: Zaha Hadid</p>		<p>Colour and Tone</p> <p>Artist Focus: Emily Haworth-Booth</p>		<p>Water</p> <p>Artist Focus: Katsushika Holusai</p>	

	<p>The Boyle Family</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures.</p> <p>Producing a collaborative outcome with printmaking.</p> <p>Look at and compare to L.S. Lowry's work on architecture urban landscapes</p>		<p>Pablo Picasso</p> <p>Looking at tints, tones, and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p>Look and compare how Ian Morris the illustrator or the children's books <i>Alfie's first fight</i> uses tints, tones and shades</p>		<p>David Hockney Claude Monet</p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p>Replace Claude Monet with Manchester artist Wynford Dewhurst</p>	
<p>DT and Food</p> 		<p>Salads</p> <p>Preparing healthy, balanced salads that include proteins.</p> <p>Use fruits and vegetables from the local allotment.</p>		<p>Mechanisms</p> <p>Moving vehicle (fire engine): Wheels, axels, pulleys and levers</p> <p>Joining materials with moving joints</p> <p>Understand how wheels and axels work.</p> <p>Understand winding mechanisms.</p> <p>Visit/ask Gorton fire service to see a fire Engine.</p>		<p>Glove Puppets</p> <p>Creating props to tell a story to children in EYFS.</p> <p>To create/perform a short narrative to reception.</p>
<p>Music</p> 	<p>Hands, Feet, Heart</p> <p>Style of Main Song: Afropop, South African</p> <p>Unit Theme: South African music</p> <p>Festive music – performing for the community.</p>	<p>Ho, Ho, Ho</p> <p>Style of Main Song: A song with rapping and improvising for Christmas.</p> <p>Unit Theme: Festivals and Christmas</p> <p>Festive music – performing for the community.</p>	<p>I Wanna Play in a Band</p> <p>Style of Main Song: Rock.</p> <p>Unit Theme: Playing together in a band</p> <p>How does music link with things around us?</p>	<p>Zootime</p> <p>Style of Main Song: Reggae</p> <p>Unit Theme: Reggae and animals</p> <p>How does music link with things around us?</p>	<p>Friendship Song</p> <p>Style of Main Song: Pop</p> <p>Unit Theme: A song about being friends.</p>	<p>Reflect, Rewind & Replay</p> <p>Style of Main Song: Classical</p> <p>Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music</p>

<p>Computing</p> 	<p>Computing systems and networks IT around us</p>	<p>Programming Robot algorithms</p>	<p>Creating media Making music Science – Living things and their habitats</p> <p>Virtue: Curiosity</p>	<p>Data and information Pictograms Science – Living things and their habitats.</p> <p>Virtue: Civility</p>	<p>Creating media Digital photography Art – Digital art</p>	<p>Programming Introduction to quizzes</p>
<p>Religion & Worldviews</p> 	<p>Social Sciences</p> <p>Christianity, Islam, and Judaism</p> <p>Where is religion in our local community?</p> <p>Looking for evidence of lived Religion in local community.</p> <p>Learn from an expert.</p> <p>Virtue: Respect</p>	<p>Philosophy</p> <p>Judaism</p> <p>What does it mean to be free?</p> <p>The significance of freedom in diverse Jewish practices at Passover (seder).</p> <p>Virtue: Respect</p>	<p>Theology</p> <p>Christianity</p> <p>What do stories from the Bible reveal about what God is like?</p> <p>Interpreting meaning in stories about Jesus and stories told by him (parables).</p> <p>Virtue: Respect</p>	<p>Theology</p> <p>Christianity</p> <p>Why does Easter matter to Christians?</p> <p>Beliefs about Jesus' life, death & resurrection. Salvation.</p> <p>Virtue: Respect</p>	<p>Philosophy</p> <p>Hinduism</p> <p>What do our senses tell us about Hindu worship?</p> <p>Senses in Hindu worship at home and in the Mandir.</p> <p>Virtue: Respect</p>	<p>Social Sciences</p> <p>Hinduism</p> <p>How do celebrations give Hindus a sense of belonging?</p> <p>Celebrations. Jatakarma, Raksha Bandhan & Diwali</p> <p>Virtue: Respect</p>
<p>PE</p> 	<p>Net and Wall</p> <p>Playing games honestly, abiding by the rules and showing respect towards our opponents and teammates.</p> <p>Watch videos of local tennis players demonstrating skills Links with Manchester tennis centre</p>	<p>Gymnastics</p> <p>Using compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <p>Watch videos of local gymnasts demonstrating skills Links with Manchester Gymnastics Centre Links with British Gymnastics</p>	<p>Dance</p> <p>Using counts of 8 consistently to keep in time with the music and a partner.</p> <p>Research British dance styles and styles taught locally. Links with TDS</p>	<p>Athletics</p> <p>Engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Watch videos of local athletes demonstrating skills School link with Mcr Active and National</p>	<p>Striking and Fielding</p> <p>Self-managing small, sided games. Learning how to score points and play to the rules.</p> <p>Watch videos of local teams demonstrating skills</p> <p>Sports Day I will participate in a sporting event.</p>	<p>Invasion Games</p> <p>Football</p> <p>Developing their understanding of attacking and defending and what being 'in possession' means.</p> <p>Watch videos of Manchester City/United demonstrating skills.</p>

				Squash and Regional Arena		
<p>PSHE and Growth Mindset</p> 	<p>Growth Mindset</p> <p>Which strategies help me to learn?</p>	<p>Mental and Emotional Health</p> <p>What is the difference between small and big feelings? Can I keep safe online? What makes others happy? What is the difference between joking, bullying, and teasing?</p>	<p>Keeping Safe</p> <p>How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?</p>	<p>Healthy Lifestyles</p> <p>How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?</p>	<p>Living in the Wider World</p> <p>What groups and communities am I a part of? How do we make choices about spending money? How can we look after the environment?</p> <p>Virtue: Civility</p>	<p>Relationships and Sex Education</p> <p>What is private? (Body parts) What happens when the body grows? What is fair/unfair and kind/unkind?</p> <p>Virtue: Respect</p>