

*The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching termly topic	<b>Discover the World</b>			<b>Our Wonderful World</b>		
Half-termly focus and key questions	<p><b>Toys Galore</b></p> <ul style="list-style-type: none"> <li>How were toys different in the past?</li> <li>How have toys changed?</li> <li>What materials are toys made from?</li> </ul>	<p><b>Home Sweet Home</b></p> <ul style="list-style-type: none"> <li>What kind of different homes are there?</li> <li>What rooms do we find in a house? What objects do we find in a house?</li> <li>What are houses and homes made of? What are objects inside the house made out of?</li> <li>How do we look after pets and plants in our home?</li> <li>How have famous inventors helped our lives be better today?</li> </ul>	<p><b>London is Calling</b></p> <ul style="list-style-type: none"> <li>What famous landmarks are there in London?</li> <li>What happened during the Great Fire of London?</li> <li>How do our senses help us?</li> <li>How does fire help us?</li> </ul>	<p><b>Unique U.K.</b></p> <ul style="list-style-type: none"> <li>What is weather like in London and other parts of the United Kingdom?</li> <li>How does weather in London compare to Jamaica?</li> <li>What does the United Kingdom look like on a map?</li> <li>What are some famous landmarks around the United Kingdom?</li> <li>What kind of animals and plants do we find in a British farm and forest?</li> </ul>	<p><b>Impressive Creatures</b></p> <ul style="list-style-type: none"> <li>What are the different types of animals?</li> <li>How are animals similar or different to each other?</li> <li>What do animals eat?</li> <li>How do animals change and grow?</li> <li>How does a national park in England compare to a safari in Kenya?</li> </ul>	<p><b>Into the Forest</b></p> <ul style="list-style-type: none"> <li>How do plants and trees grow?</li> <li>How do we look after plants, trees and our world?</li> <li>What are the different types of trees?</li> <li>Where does our food come from?</li> <li>How do we make a perfect picnic?</li> </ul>
Super starter	Show and tell: bring in your favourite toy to school	Variety of objects for children to use and attempt to make a strong house – which material was the best and how did you make it sturdy?	Receive a letter from Paddington Bear	The witch from Room on the Broom visits us	Chick eggs arrive for children to watch and care for	Seeds arrive for us to plant, grow so we can eat it OR Food tasting - share fruits/vegetables and discuss where come from/how they grow?
Possible Visits and visitors	<ul style="list-style-type: none"> <li>Wooden/Moving Toy Workshop (D.T.)</li> <li>Loan toy box from Brent Museum</li> </ul>	<ul style="list-style-type: none"> <li>Local Walk (for map work)</li> <li>Loan house items box from Brent Museum</li> <li>A visit to Dr Johnson's House</li> </ul>	<ul style="list-style-type: none"> <li>Visit Museum of London</li> <li>Fire brigade visit or we visit a fire station</li> </ul>	<ul style="list-style-type: none"> <li>Weather person (meteorologist) visits the school or we have a skype conversation</li> <li>Visit a mosque</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Zoo or Zoo Lab workshop</li> </ul>	<ul style="list-style-type: none"> <li>Park visit to identify different types of trees and plants</li> </ul>

		<ul style="list-style-type: none"> <li>• Guide dog visits us</li> <li>• <a href="http://www.guidedogs.org.uk/microsites/guide-dogs-in-school/">http://www.guidedogs.org.uk/microsites/guide-dogs-in-school/</a></li> </ul>				
Fantastic finish	Learning Celebration	Christmas Play/Nativity	Learning Celebration	Class Assembly	Learning Celebration	End of year music concert/learning celebration
English SPOKEN LANGUAGE	<p><i>All objectives are taught throughout the academic year:</i></p> <ul style="list-style-type: none"> <li>• I can speak clearly</li> <li>• I can address my listener directly</li> <li>• I can tell people about an experience I have had</li> <li>• I can look at whoever is talking to me and listen to what they're saying</li> </ul>					
Key Book(s) and Poem(s) READING <i>(all strands are taught throughout the academic year: Decoding, Vocabulary, Inference, Predicting, Explain, Retrieve and Sequencing, as well as a blended phonics approach)</i>	<ul style="list-style-type: none"> <li>• The Teddy Robber</li> <li>• Dogger</li> <li>• Non-fiction texts about toys</li> <li>• Now We are Six by A.A. Milne (poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Hansel and Gretel</li> <li>• Peace at Last</li> <li>• Non-fiction texts about houses and homes</li> <li>• The Morning Rush by John Foster (poem)</li> </ul>	<ul style="list-style-type: none"> <li>• Paddington Bear</li> <li>• The Queen's Hat</li> <li>• Non-fiction texts about London</li> <li>• The Great Fire of London by Paul Perro (poem) <a href="http://www.history-for-kids.com/great-fire-of-london.html">http://www.history-for-kids.com/great-fire-of-london.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Room on the Broom</li> <li>• Fact files about different places in the U.K. and Jamaica</li> <li>• The Queen's Bag</li> <li>• Wind on the Hill by A.A. Milne or the Wind and the Sun (from Crazy Mayonnaisy Mum book)</li> <li>• Caribbean Counting Poem by Pamela Mordecai (from Poems to Perform book)</li> </ul>	<ul style="list-style-type: none"> <li>• Monkey Puzzle</li> <li>• Non-fiction texts and/or fact files about animals</li> <li>• Queue for the Zoo by Clare Bevan</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red Riding Hood</li> <li>• The Gigantic Turnip</li> <li>• Non-fiction texts about plants and trees</li> <li>• Rhyming poems about trees, plants or food</li> </ul>
English WRITING <i>(all strands are taught throughout the academic year: Purpose &amp; effect,</i>	<ul style="list-style-type: none"> <li>• Retell of The Teddy Robber</li> <li>• Labels, lists and captions</li> <li>• Instructions on how to make silky playdough</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy tales and traditional tales: (retell Hansel and Gretel)</li> <li>• Story with a familiar setting/pattern (retell Peace at Last)</li> </ul>	<ul style="list-style-type: none"> <li>• Story with a familiar setting/pattern (retell/adapt The Queen's Hat)</li> <li>• Great Fire of London news report</li> <li>• Poems on the theme of the 5 senses</li> </ul>	<ul style="list-style-type: none"> <li>• Stories with predictable and patterned language: own version or retell of Room on the Broom</li> <li>• Postcards</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper article to say the chicks have arrived</li> <li>• Own version of Monkey Puzzle</li> <li>• Non-chronological reports on animals</li> </ul>	<ul style="list-style-type: none"> <li>• Fairy tales and traditional tales: (retell or adapt a traditional tale)</li> <li>• Instructions e.g. how to plant a seed or care for a plant and a recipe</li> </ul>

<p><i>Grammar, Punctuation, Handwriting, Spelling</i></p>	<ul style="list-style-type: none"> <li>Recite a poem we learnt</li> </ul>	<ul style="list-style-type: none"> <li>Explanation text how and what we use different things around the house for</li> <li>Shape poems to describe houses, rooms or objects in houses</li> </ul>		<ul style="list-style-type: none"> <li>Recite a poem we learnt</li> </ul>	<ul style="list-style-type: none"> <li>What am I? poems/riddles</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports on various trees and plants</li> <li>Rhyming poems</li> </ul>
<p>Mathematics (from Power Maths Scheme of Work)</p>	<ul style="list-style-type: none"> <li>Unit 1: Numbers to 10</li> <li>Unit 2: Part-whole within 10</li> <li>Unit 3: Addition and subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4: Addition and subtraction within 10</li> <li>Unit 5: 2D and 3D shapes</li> <li>Unit 6: Numbers to 20</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7: Addition within 20</li> <li>Unit 8: Subtraction within 20</li> <li>Unit 9: Numbers to 50</li> </ul>	<ul style="list-style-type: none"> <li>Unit 10: Length and height</li> <li>Unit 11: Weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>Unit 12: Multiplication</li> <li>Unit 13: Division</li> <li>Unit 14: Halves and quarters</li> <li>Unit 15: Position and direction</li> </ul>	<ul style="list-style-type: none"> <li>Unit 16: Numbers to 100</li> <li>Unit 17: Time</li> <li>Unit 18: Money</li> </ul>
<p>Science</p>	<p>Unit 1: This is Me Unit 2: Terrific Toys Unit 3: Autumn Watch</p> <p><i>Working scientifically:</i> Observing over time: -How will I change over Year 1? -How do plants change over the autumn/year? -How does the weather change over the autumn/year? Identifying and classifying: -Floating and sinking toys</p>	<p>Unit 4: Home Sweet Home Unit 5: Autumn Watch 2 Unit 6: Happy House Plants Unit 7 : Perfect Pets</p> <p><i>Working scientifically:</i> Observing over time: -How do plants change over the autumn/year? -How does the weather change over the autumn/year? -How do our house plants change over time? Pattern seeking: -Where is the quietest place for Mr Bear to sleep in our school?</p>	<p>Unit 8: Fearsome Fire Unit 9: Brilliant Bread Unit 10: Winter watch Unit 11: This is Me 2</p> <p><i>Working scientifically:</i> Observing over time: -How do plants change over the winter/year? -How does the weather change over the winter/year? -How do our house plants change over time? -How will I change over Year 1? Identifying and classifying: -How do objects change when they are heated? Comparative test:</p>	<p>Unit 12: Fields and Forests Unit 13: Spring Watch</p> <p><i>Working scientifically:</i> Observing over time: -How do plants change over the spring/year? -How does the weather change over the spring/year? -How do our house plants change over time? Identifying and classifying: - Sorting which animals live in the forest/farm/elsewhere Comparative test: - What's the best material to use to make an umbrella for the witch?</p>	<p>Unit 14: The World's Most Impressive Creatures Unit 15: This is Me 3</p> <p><i>Working scientifically:</i> Observing over time: -How do our house plants change over time? -How will I change over Year 1? Researching: -Researching animal facts Identifying and classifying: - Sorting animals</p>	<p>Unit 16: Perfect Picnics Unit 17: Grow it, Eat it Unit 18: Summer Watch</p> <p><i>Working scientifically:</i> Observing over time: -How do plants change over the summer/year? -How does the weather change over the summer/year? -How do our house plants change over time? Pattern seeking: -Do all apples have the same amount of seeds? Comparative test: -What happens if we change the amount of water we give a plant?</p>

		- What is the most popular pet in our class/school?	- Does bread always taste/look/feel the same?			
Geography	No unit in this topic	<ul style="list-style-type: none"> <li>• What is an aerial view?</li> <li>• What can you see in the aerial views of Kilburn?</li> <li>• What is our local area like? What are some human (man-made) and physical (natural) features?</li> <li>• What is a map?</li> <li>• How do you read a map?</li> <li>• How do you make a map?</li> </ul>	<ul style="list-style-type: none"> <li>• What can you see in the aerial views of London?</li> <li>• What is London like? What are some human and physical features?</li> <li>• How do you read a map of London?</li> <li>• How can I use locational and directional language and compass directions to describe the features and routes on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• What can you see in the aerial views of the U.K.?</li> <li>• What is the U.K. like? What are some human and physical features? What are the names of seas and oceans surrounding the U.K.?</li> <li>• How do you read a map of the U.K.?</li> <li>• How can I use locational and directional language and compass directions to describe the features and routes on a map?</li> <li>• What are the four countries of the U.K.? What are their capital cities called?</li> <li>• What are the animals and flowers associated with each country?</li> <li>• What is the weather like in London and around the U.K.?</li> <li>• How does weather in London compare to Jamaica?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the world's seven continents?</li> <li>• What are the world's five oceans?</li> <li>• What is the equator?</li> <li>• What are the hot and cold areas of the world in relation to the equator and the North and South poles?</li> <li>• How do you use maps to locate places around the world including the U.K., Jamaica and the safari in Kenya?</li> <li>• How can I use locational and directional language and compass directions to describe the features and routes on a map?</li> </ul>	

History	<ul style="list-style-type: none"> <li>How were toys different in the past?</li> <li>How have toys changed?</li> </ul>	<ul style="list-style-type: none"> <li>How have famous inventors helped our lives be better today? (telephone, light bulb, Hoover, telly)</li> <li>How have objects around the house changed? How were they different in the past?</li> </ul>	<ul style="list-style-type: none"> <li>What happened in the Great Fire of London?</li> </ul>	No unit in this topic	<ul style="list-style-type: none"> <li>How have we changed since we were born? (link to Science 'This is Me' unit)</li> </ul>	No unit in this topic
Computing	<ul style="list-style-type: none"> <li>What is a computer?</li> <li>How do we use technology?</li> <li>How do we send an email?</li> </ul>	<ul style="list-style-type: none"> <li>How do we scan a QR code?</li> <li>How do we take photos and videos on iPads?</li> <li>What do we do online?</li> <li>How do we stay safe?</li> <li>What is personal information? How do we use technology to create and present ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How can we use apps to create and present ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How can we create an animation?</li> </ul>	<ul style="list-style-type: none"> <li>How do we take photos and videos on iPads?</li> <li>How do we combine text and images in a document?</li> <li>How do we use technology to create and present ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How do we communicate and behave online?</li> <li>Who can help us online?</li> <li>What do we share online? What shouldn't we share online?</li> <li>What is online bullying and how do we deal with it?</li> <li>How can we find information online?</li> <li>Who owns the information on the internet?</li> </ul>
Art	Drawing Artist: Paul Klee	Painting Artist: Piet Mondrian	Mixed Media Focus 1: Architecture in London landmarks Artist: Norman Foster (famous architect) Focus 2: Portraits and self-portraits	Collage Artist: tbc	Sculpture Artist: tbc	Printmaking Artist: tbc
Design and Technology	Wooden moving toy workshop	Junk model a house	Make a fire engine Make bread	Make kites or windmills	Make an animal puppet	Design a healthy picnic

Personal, Social, Health and Economic Education	<i>Jigsaw: Being Me in My World</i> School Value Focus: WE CARE and Collaborate (revisited throughout the year)	<i>Jigsaw: Celebrating Difference</i> School Value Focus: Enjoy	<i>Jigsaw: Dreams and Goals</i> School Value Focus: Aspire	<i>Jigsaw: Healthy Me</i> School Value Focus: Endeavour	<i>Jigsaw: Relationships</i> School Value Focus: Wonder	<i>Jigsaw: Changing Me</i> School Value Focus: Reflect
Religious Education	Our Wonderful World	Why do Christians give gifts at Christmas?	Special Books	What do Muslims celebrate? Visit to a mosque	What do Hindus celebrate?	What did Jesus teach us?
Music	<ul style="list-style-type: none"> <li>Singing voice development with focus on accurate pitching</li> <li>Beat competency – gross motor movement, dancing, playing simple percussion</li> <li>Rhythm skills – beat/rhythm</li> <li>Rhythm patterns using Solfa</li> </ul>		<ul style="list-style-type: none"> <li>Coordination – dancing and singing games with movement</li> <li>Rhythm skills development – rhythm patterns and word rhythms</li> <li>Rhythm patterns using Solfa</li> <li>Handling percussion instruments</li> </ul>		<ul style="list-style-type: none"> <li>More complex singing games with wider vocal range</li> <li>Playing rhythm patterns on percussion</li> <li>Rhythm patterns and notation using Solfa</li> </ul>	
Physical Education	Multi-skills and catching and throwing	Dance	Gymnastics	Multi-skills (eye coordination)	Target games	Athletics