

Subject	Key Skills	Themes/ Critical Thinking Questions	Reading Material - reasons for choice of fiction, non-fiction, poems, rhymes. Or Key Vocabulary	Entitlement Experience
Literacy	<p>GPS: Exploring adjectives and expanded noun phrases. Understanding the purpose of the conjunctions 'and' and 'because' and applying to independent writing. To use questions Reading: To read aloud books closely matched to their improving phonic knowledge. To re-read these books to build up their fluency and confidence in word reading. Phonics - Phase 3, 4, 5 Writing: To play or say out loud what they are doing to write about it. To publish a piece of writing - link to the foundation subjects</p>	<p>Genres to be covered: Diary entry, narrative, non-chronological report</p> <p>Writing to inform and entertain A diary entry from a characters point of view, writing their own Paddington adventure, non-chronological report about London</p>	<p>A bear called Paddington (Traditional/classic text, relationships, resilience)</p> <p>Vlad and the Great Fire of London (Historical text)</p> <p>Katie in London (Cultural diversity, travel)</p> <p>Pop up London (Non-fiction, history, cultural awareness)</p>	
Numeracy	<p>Addition and subtraction Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Fractions Describe movement, including whole, half, quarter and three quarter turns.</p> <p>Measure Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Key vocabulary</p> <p>Subtraction Subtract, minus, less, decrease, take away, fewer, find the difference</p> <p>Addition Add, more, plus, increase, total, sum, altogether</p> <p>Measures Time, months, years, week, seconds, hours, minutes, yesterday, tomorrow</p> <p>Position and Direction Right, left, forward, backward, quarter turn, half turn, full turn</p>	
Science	<p>Materials</p> <p>To compare and contrast different material types of properties. To explore why different objects are made out of different materials.</p>	<p>Critical thinking question:</p> <p>Why do we choose different materials for different parts of the house?</p>	<p>Key vocabulary</p> <p>Material, purpose, opaque, transparent, translucent, dull, stretchy, waterproof, absorbent, flexible, physical properties, classify, differentiate, comparison, textured, flammable, ignite, predict, structure</p>	<p>Observing different material types around school</p>

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History	<p>To develop an awareness of the past, use common words and phrases relating to the passing of time.</p> <p>They should ask and answer questions.</p> <p>To know where the people and events studied fit within a chronological framework.</p> <p>To study events beyond living memory that are significant nationally or globally.</p> <p>To study the lives of significant individuals in the past.</p>	<p>Critical thinking question: 'A fire broke out in Pudding Lane, but was Tom Farriner to blame?'</p>	<p><u>Key vocabulary</u></p> <p>Location London Capital city Distance Pudding Lane Congestion Buildings Built Wood Spreading Flammable Chronology Eye witness Destroyed Famous Extract Diary Samuel Pepys Eyewitness account Christoper Wren Settlements Architect St Paul's Cathedral</p>	<p>Studying historical artefacts.</p>
Geography	<p>To name and locate some places in their locality, UK and wider.</p> <p>Describe some similarities and differences when studying places and features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Ask and answer geographical questions.</p>	<p>Critical thinking question: Why is London the capital city?</p>	<p><u>Key vocabulary</u></p> <p>Capital Government Parliament Population Cultural Business River Thames Landmarks City population local Urban Transport Government Parliament Heritage Landmarks Cultural Business Architect</p>	
Computing	<p>To understand what algorithms are</p> <p>To crate and debug simple programs</p>	<p>Coding</p>	<p><u>Key vocabulary</u></p> <p>Algorithm Instruction Command Sequence Debug</p>	

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RE	Religion: Christianity	Critical thinking question: Was it always easy for Jesus to show friendship?	<u>Key vocabulary:</u> Friendship Love Companionship Respect Relationships Moral Samaritan Disciples Betrayal Religion Christianity	
Art	<p>To create an image based on an author's style.</p> <p>I can investigate and talk about pivots and create hinge mechanisms.</p> <p>I can design my own basic mechanism.</p> <p>I can explain my choices.</p> <p>I can evaluate my creation and the knowledge I have gained on the project.</p>	Critical thinking question - Can you make a picture to show some of the movement of the Great Fire of London?	<u>Key vocabulary</u> Sliders Lever Flap Pivot Mechanism Hinges Assemble Join Combine Component Design Product Generate	Creating a moving part
PSHE/RSE	To understand who can keep us safe in the community.	<p>Who helps to keep us safe?</p> <p>How do we ask for help when we need it?</p> <p>Should all adults be responded to in the same way?</p>	<u>Key vocabulary</u> Paramedic Police Firefighter Community Emergency 999 Help Safety	Police visit