









Area of Learning	Autumn Term	Spring Term	Summer Term
<p><b>Inquisitive</b>-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...</p> <p><b>Persistent</b>-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...</p> <p><b>Disciplined</b>-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...</p> <p><b>Imaginative</b>-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...</p> <p><b>Collaborative</b>-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...</p>			
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	<b>Lithic-Have humans changed?</b>	<b>Canopy-Can we save the Earth?</b>	<b>Vindolanda-Was the Roman Empire bad?</b>
<b>English</b>	Model Text-Jack and the Beanstalk Plot-Def the Monster Toolkit-Character/Action	Instructions – How to look after a pet?	Model Text-The Garden Plot-Portal Story Toolkit-Setting/Openings & Endings
			Information texts - Renewable energy
			Model Text-Adventure at Sandy Cove Plot-Finding Tale Toolkit-Action/Suspense
			Persuasion – Come to Camulodunum!
<b>Key text</b>	<b>Charlotte's Web-EB White</b>		<b>The Iron Man-Ted Hughes</b>
<b>Visits</b>	<b>Norwich Castle</b>		<b>Banham Zoo</b>
<b>Maths</b>	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.		
<b>Science</b>	Rocks (fossils and soils)	Forces and magnets (magnetic materials, attracting and repelling).	Animals including humans (nutrition, skeleton and muscles)
			Plants (life cycles)
			Light (reflection and shadows)
<b>Longitudinal Study</b>	How does a shadow change throughout the year? Making use of a range of equipment to take accurate measurements of the shadow of an object in each season.		
<b>History Geography</b>	STONE AGE TO IRON AGE:(Ancient civilisation) How do artefacts help us understand the changes in the lives of people from the Stone Age to the Iron Age?		South America- The Amazon Why should we protect the Rainforest?
<b>Computing</b>	Computer Systems and Networks: Connecting computers Online Safety via Project Evolve	Creating Media: Animation Online Safety via Project Evolve	Online Safety via Project Evolve Data and information: Branching databases
			Programming A: Sequence in music Key knowledge: Sequence Online Safety via Project Evolve
			Programming B: Events and actions Key knowledge: Sequence Online Safety via Project Evolve
			Searching: Being selective when using digital content Saving and importing images / using QR codes Creating Media: Desktop publishing Online Safety via Project Evolve
<b>Physical Education (PE)</b>	Ball Skills/Swimming OAA	Ball Skills/Swimming Fitness	Gymnastics/Swimming Basketball
			Gymnastics/Swimming Hockey
			Sports day/Swimming Cricket
			Tennis/Swimming Athletics /Sports day
<b>Art/</b>	Gestural drawing with charcoal	Pneumatic toys	Bread/Eating seasonally
			Working with shape and colour
			Castles
			Making animated drawings

<b>Design Technology</b>						
<b>Music</b>	Cuban Carnival Rhythm Unit Instruments: Djembes	Recorder Unit 1 Melody unit Instruments: Recorders	Imaginative images. Composition unit inspired by Picasso. Instruments: recorder and percussion.	Music for a spring afternoon – popular music through the years Performance unit	Mixing up the tempo Rhythm and Melody unit Instruments: Djembes and Glockenspiels	
<b>MFL (French)</b>	Greetings How are you?	Colours Numbers 0-12	Numbers 13-31 Months of the Year When is your birthday?	Days of the week Easter	Pets What is the date? Weather	Parts of the face and body Classroom objects Where do you live?
<b>R.E</b>	What do Christians learn from the creation story?		What is philosophy?		How do Muslims express their beliefs in modern Britain and in Turkey? How do Muslims express their beliefs differently to Christians in England?	
<b>PSHE/RSE</b>	Being Me in My World: 'Who am I and how do I fit?'  Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference: Respect for similarity and difference. Anti-bullying and being unique.  Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals: Aspirations, how to achieve goals and understanding the emotions that go with this.  Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Healthy Me: Being and keeping safe and healthy.  Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Relationships: Building positive, healthy relationships.  Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me: Coping positively with change.  How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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	<b>Landmass-Why are some places better to live in?</b>		<b>Farriner-Should the Great Fire of London have happened?</b>		<b>Trait-Who lives here?</b>	
<b>English</b>	Model text-The Story of Pirate Tom Toolkit- Setting/ openings & endings	Information Recently discovered islands	Model Text – Papaya that Spoke Plot-Quest Toolkit-Dialogue / Character	Explanation – How the Great Fire started	Model Text- Kassin & the Greedy Dragon Plot- Suspense/Action	Discussion – How can we make our school a good habitat for plants and animals?
<b>Key text</b>	<b>Coming to England - Floella Benjamin</b>		<b>Anthony Browne-Gorilla/The Tunnel/Voices in the Park</b>		<b>The Green Ship - Quentin Blake</b>	
<b>Visits</b>	<b>Visitors</b>		<b>Strangers' Hall</b>		<b>Hickling Broad</b>	
<b>Maths</b>	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
<b>Science</b>	Everyday Materials (explore and compare materials for uses)		Humans and animals (needs for survival, food and hygiene)	Plants (what plants need to grow)	Living things and their habitats (explore a variety of habitats, simple food chains).	
<b>Longitudinal Study</b>	What plants live in Wicklewood School grounds over the year? Using quadrats to sample what plants live in our school grounds and how this differs in the different seasons.					
<b>History Geography</b>	The World: What are the different areas of our World? Knowledge of continents, oceans, rivers, mountain ranges of the world Knowledge of countries, cities, mountain ranges and rivers, features of the UK		How do we know so much about what happened in the Great Fire of London?		UK and World Norfolk and the Caribbean comparison. How are the two places similar and different? What sort of plants and animals live here/there?	
<b>Computing</b>	Computer systems and networks: IT around us Online Safety via Project Evolve	Creating Media: Digital photography Online Safety via Project Evolve	Data and information: Pictograms Online Safety via Project Evolve	Programming A Robot algorithms Key knowledge: Algorithm Online Safety via Project Evolve	Programming B An introduction to quizzes Key knowledge: Algorithm Online Safety via Project Evolve	Creating Media: Making music Online Safety via Project Evolve
<b>Physical Education (PE)</b>	Yoga Playground games	Dance Team building	Gymnastics (including safety) Invasion game skills	Gymnastics Net and wall games	Sending and receiving Sports day	Dodgeball skills Athletics /Sports day

Art and Design Technology	Explore and draw	Sewing-Pouches	Exploring monoprint	Wooden houses	A balanced diet (Food tech)	Stick transformation project
<b>Music</b>	Music traditions around the world Rhythm unit Instruments: Mixed percussion tuned and untuned	Christmas Nativity Performance unit Instruments: Mixed percussion tuned and untuned	Exploring Pitch and notation Melody unit Instrument: Glockenspiel	Peter and the Wolf Composition unit Instruments: Mixed percussion tuned and untuned	Storm soundscapes Composition and rhythm unit Instruments: Boomwhackers. Mixed percussion tuned and untuned	Glockenspiel stage 1 course Melody unit Instrument: Glockenspiel
<b>P.S.H.E /RSE</b>	Being Me In My World  Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference  Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals  Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me  Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships  Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me  Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>R.E</b>	Why is light an important symbol?(Christianity/Judaism/Hinduism)	Why does Christmas matter to Christians? (The Nativity Story)	How do people decide what is right and wrong?		What is similar and what is different in the daily life of a Christian and a Muslim?	



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<b>1</b>						
	<b>Ker-plunk!-Did my grandma have the same toys as me?</b>		<b>Nimbus-Why is it raining?</b>		<b>Burr-Why don't we use windmills any more?</b>	
<b>English</b>	Model Text-The Enormous Turnip Plot-Cumulative Toolkit-Setting	Instructions-How to play Ker-plunk	Model Text-Monkey See, Monkey Do Plot-Losing Toolkit-Action	Persuasive – What clothes you should take on holiday?	Model Text- Little Charlie Plot-Quest Toolkit-Character	Recount - Diary of a miller
<b>Key Texts</b>	<b>Dogger-Shirley Hughes, I Love You, Blue Kangaroo-Emma Chichester Clark, The Lost Property Office-Emily Rand</b>		<b>If Winter Comes, Tell It I'm Not Here-Simona Ciraolo, Storm-Sam Usher, Lila and the Secret of Rain-David Conway and Jude Daly</b>		<b>Eco Girl-Ken Wilson-Max, It Starts With a Seed-Laura Knowles and Jennie Webber</b>	
<b>Trips</b>	<b>Strangers' Hall</b>		<b>Sainsbury Centre</b>		<b>Wicklewood Windmill</b>	
<b>Maths</b>	Following the Maths National Curriculum, with a focus on number, problem solving and providing children with opportunities to master their learning.					
<b>Science</b>	Animals including humans (basic knowledge of parts of human body and comparing animals)		Seasonal changes. Everyday materials (describing properties)		Plants (basic structure)	
<b>Longitudinal Study</b>	How does the weather change over the four seasons? Comparing the rainfall, temperature and windspeed across the four seasons.					
<b>History Geography</b>	SCHOOL-How has school changed over time? What was this school like a long time ago? TOYS: How have toys changed over time? FAMILY-What is the history of my family? How can I find out?		Local: Where do I live? Local: What is the weather like where we live and how does it affect our lives?		FAMOUS PEOPLE-Inspiring and significant people and their influence on change, nationally and internationally, locally WINDMILL (Local Link) What was a day in the past like at Wicklewood Windmill?	
<b>Computing</b>	Computer Systems and Networks: Technology around us Online Safety via Project Evolve	Creating Media: Digital writing Online Safety via Project Evolve	Data and information: Grouping data Online Safety via Project Evolve	Programming A: Moving a robot Knowledge: Sequence Online Safety via Project Evolve	Programming B: Introduction to animation Key knowledge: Sequence Online Safety via Project Evolve	Creating Media: Digital painting Online Safety via Project Evolve`
<b>Physical Education (PE)</b>	Yoga Playground games	Dance Team building	Gymnastics (including safety) Fundamentals	Gymnastics Ball skills	Sports day Athletics	Fitness Striking and fielding skills
<b>Art / Design and Technology</b>	Spirals-Drawing and sketchbooks	Cooking and nutrition – layered fruit cocktail with fresh juice:	Wheels and axles	Exploring Watercolour-paint	Windmills	Making birds-3d

<b>Music</b>	Animal adventures Rhythm unit Instruments: Mixed percussion tuned and untuned	Christmas Nativity Performance unit Instruments: Mixed percussion tuned and untuned	Perfect Pitch Melody unit Instrument: Boom whackers and voice	Storytelling through music Composition unit Instruments: Tuned and untuned percussion	Space adventures Rhythm and Melody unit Instruments: Glockenspiels and percussion	Playground music Singing and dancing as an ensemble Rhythm and melody unit Instruments: voice
<b>R.E</b>	Theology: The creation stories of Christianity and Hinduism.		Philosophy: What questions do religious stories make us ask? Can we find any answers? Based on the Easter story.		Human and social sciences: How do religious celebrations bring people together?	
<b>PSHE/RSE</b>	Being Me In My World  Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Difference  Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals  Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Healthy Me  Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships  Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me  Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

