Tillington Manor PRIMARY SCHOOL
Working TOGETHER to achieve the best!

	Autumn 1 6weeks and 4 days 1 INSET	Autumn 2 7 weeks and 1 days 1 INSET	Spring 1 7 weeks 1 INSET	Spring 2 5 weeks	Summer 1 6 weeks 1 bank holiday	Summer 2 7 weeks 2 INSET
Topics	**Big Lights, Big City**		**African Adventure**		**Seaside**	
Texts that link	Paddington and the grand tour	Samuel Pepys Diary Toby and the Great Fire of London	Gruffalo Handa's Surprise Alice in Wonderland	The Enormous Crocodile	The Lighthouse Keeper's Tea	The Littlest Lighthouse keeper
Tillington Wishes	Road Safety	Fire Station Visit/Firefighter talk	Gruffalo Trail – Cannock Chase Theatre – Alice in Wonderland	Charity event – Jumble sale for Africa	Visit to the Seaside – New Brighton	
Parental Engagement	Meet the Teacher	Christmas Show	Mother's Day workshop	Class Assembly	Father's Day breakfast	Sports Day
Cultural Capital	National Poetry Day 6th October (One week English) World Mental Health Day – 10th Oct. 1 PSHE lesson Geography Fieldwork week 18th Oct – DLP lessons. Black History Month- 17th Oct. English 1 week cycle + 1 DLP lesson Harvest – Assembly	Anti-Bullying week 14-18th Nov. 1 PSHE lesson. Remembrance Day 11th Nov Children in Need 18th November Road Safety Day 14-20th November Christmas Parties World Cup – 21st Nov – 18th Dec.	Chinese New Year – January World Religion Day 16th Jan NSPCC Number Day – 3rd Feb Children's Mental Health Awareness Week 6-12th Feb Safer Internet Day 14th Feb	World Book Day 2nd March Science Week (STEM) March 10-19th March Autism Awareness 2nd April Red Nose Day 15th March	VE Day 8TH May Red Cross First Aid week – 8th May	NSPCC day 10th June Father's Day Breakfast National Sport week – June

		Christingle assembly w/b 12th Dec		
History	Events beyond living memory that are significant nationally or globally (H2) - Make recent links to Grenfell Tower block fires. **Gunpowder plot** **The Great Fire of London**			The lives of significant individuals in the past who have contributed to national and international achievements. (H3) **Study of an important individual – Mary Seacole and Florence Nightingale**
Geography	▪ use world maps, atlases and globes to identify the United Kingdom and its countries (G7) ▪ London capital city		Mapwork linked to Kenya –Handa's surprise Zambia – Mugurameno ▪ name and locate the world's seven continents and five oceans (G1) ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, <u>as well as the countries, continents and oceans studied at this key stage</u> (G7) ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (G3) (Africa – Kenya) ▪ **Africa non EU– Contrasting area**	• G3 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. ▪ use basic geographical vocabulary to refer to: ▪ G5 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G5) ▪ G6 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (G6) ▪ G9 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (G9)**Compare Stafford to the seaside**
Science	Materials • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Animals Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living things and their habitats • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats.

			• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Plants • Observe and describe how see and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Art	Colour: Great Fire of London and study of Rita Greer • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Animal Silhouettes based on Elmer the Elephant. Study of artist John Muafangeto • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Collage based on the seaside using Van Gogh 'Sea Scope' as inspiration. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	Food technology: Baking Bread (Link to GFL) • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria	Moving pictures: A moving picture using sliders and levers linked to Handa's surprise • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Textiles: Puppets - Templates and joining techniques • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

		explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
Music	**Big lights, big city** • Ourselves • Toys • Our land • Story time • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**African adventure** • Our bodies • Animals • Weather • Travel • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Seaside** • Number • Seasons • Pattern • Water • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Computing	Computing systems and networks – IT around us Creating media – digital photography • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Creating media – making music Data and information – pictograms • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Programming A – robot algorithms Programming B – an introduction to quizzes • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content

	• recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		• recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		• recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
RE	Christianity Is it possible to be kind to everyone all of the time? Why do Christians believe God gave Jesus to the world?		Judaism How important is it for Jewish people to do what God asks them to do? Islam Does praying at regular intervals help a Muslim in his/ her everyday life? Christianity How important is it to Christians that Jesus came back to life after His crucifixion?		Judaism How special is the relationship Jews have with God? Islam Does going to a Mosque give Muslims a sense of belonging? Judaism What is the best way for a Jew to show commitment to God? Islam Does completing Hajj make a person a better Muslim?
PSHE	**Being me in my world** 1) Hopes and Fears for the Year 2) Rights and Responsibilities 3) Rewards and Consequences 4) Rewards and Consequences 5) Our Learning Charter 6) Owning our Learning Charter **Celebrating Difference** 1) Boys and Girls 2) Boys and Girls 3) Why does bullying happen? 4) Standing up for myself and others 5) Gender diversity 6) Celebrating difference and still being friends		**Dreams and Goals** 1) Gals to Success 2) My Learning Strengths 3) Learning with Others 4) A Group Challenge 5) Continuing Our Group 6) Celebrating our Achievement **Healthy Me** 1) Being Healthy 2) Being Relaxed 3) Medicine Safety 4) Healthy Eating 5) Healthy Eating 6) Happy, Healthy Me!		**Relationships** 1) Families 2) Keeping Safe – exploring physical contact 3) Friends and Conflict 4) Secrets 5) Trust and Appreciation 6) Celebrating my Special Relationships **Changing me** 1) Life Cycles in Nature 2) Growing from Young to Old 3) The Changing Me 4) Boys' and Girls' Bodies 5) Assertiveness 6) Looking Ahead
P.E.	Football Gymnastics	Tag Rugby Dance	Netball Dodgeball	Quidditch Hockey	Cricket Handball	Tennis Athletics

	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities