



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC / THEME	Our World	People of the Past	The Magic Toymaker	All Dressed Up (India)	Super Humans	Live and let Live
English	<p>Text: The Great Explorer</p> <p>Phonics: Little Wandle Phases 3 - 4</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Postcard writing; Writing Lists, Labels and Captions</p> <p>Grammar: Capital Letters and full stops; noun suffixes</p>	<p>Text: On the Way Home</p> <p>Phonics: Little Wandle Phases 4 – 5</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Narrative – retelling a story; writing a new story scene; letter to Santa.</p> <p>Grammar: How do words combine to make a sentence</p>	<p>Text: Traction Man</p> <p>Phonics: Little Wandle Phase 5</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Instructions; writing in the style of an author.</p> <p>Grammar: Suffixes; Capital letters; full stops, question marks, exclamation marks.</p>	<p>Text: Visual Literacy 'Indian Market Place' & To Market To Market poem</p> <p>Phonics: Little Wandle Phase 5</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Descriptive setting; poems - pattern and rhyme.</p>	<p>Text: Beegu</p> <p>Phonics: Little Wandle Phase 5</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Diary account; Narrative - sequel writing.</p> <p>Grammar: Changing verbs and adverbs by adding a prefix; simple conjunctions.</p>	<p>Text: One Day On Our Blue Planet</p> <p>Phonics: Little Wandle Phase 5</p> <p>Reading: a variety of fiction and non-fiction texts for fluency, prosody and comprehension.</p> <p>Handwriting: cursive joins</p> <p>Writing: Information leaflet; Letter from Savannah.</p> <p>Grammar: capital letters for proper nouns, personal pronouns.</p>
Maths	<p>Place Value and Counting:</p> <p>Count on and back for numbers to 10; Use the language of more than and fewer etc to compare numbers from 1-10 using appropriate language;</p>	<p>Place Value and Counting:</p> <p>Subitise in regular and irregular arrangements of dots to 10; Read and write numbers from 1 to 20 in numerals and words;</p>	<p>Place Value and Counting:</p> <p>Represent and use number bonds within 20.</p> <p>Count to and across 100, forwards and backwards, from beginning with 0 or 1,</p>	<p>Fractions: Recognise, find and name a half and a quarter as one of two equal parts of an object, shape or quantity.</p> <p>Length and Height: Compare, describe and solve practical</p>	<p>Place Value and Counting:</p> <p>Partition and combine numbers; read and interpret mathematical statements involving + and = signs.</p> <p>The Four Operations:</p>	<p>Money: Recognise and know the value of different denominations of coins and notes.</p> <p>Weight and Volume: Compare, describe and solve practical problems for</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	<p>Identify one more and one less of a given number; Subitise in regular and irregular arrangements of dots to 10. <u>Addition and Subtraction:</u> Ordering on the number line; Visualise hidden amounts and count on to find how many; Part whole for numbers to 10; Patterns in number that make 5; Patterns in number to make 10; Patterns to make all numbers to 10; Combine amounts; Write mathematical statements involving + and = signs</p>	<p>Represent numbers using objects and pictorial representations up to 20. Use Language equal to more than, less than, most, least. <u>Addition and Subtraction:</u> Read, interpret and write mathematical statements involving - and = signs. Relationship between addition and subtraction, 2D and 3D shape: recognise and name rectangles, circles and triangles; cuboids, pyramids and spheres.</p>	<p>or form any given number. Read and write numbers to 100 in numerals. <u>Addition and Subtraction:</u> Add and subtract one-digit and two- digit numbers to 20, including zero. <u>Multiplication and Division:</u> Count in multiples of twos, fives and tens from 0. Can group items into equal groups; Can skip count in multiples of 2,5 and 10</p>	<p>problems for lengths and heights; measure and begin to record length / height. <u>Time:</u> Compare, describe and solve practical problems for time; measure and begin to record time (hours, minutes, seconds); sequence events in chronological order; Recognise and use language relating to dates, including days of the week, weeks, months and years; tell the time to the hour and half past the hour.</p>	<p>Relate addition and subtraction up to 20. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. Solve one-step problems involving multiplication/division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>mass/weight; compare, describe and solve practical problems for capacity and volume; measure and begin to record mass/weight, capacity and volume.</p>
Science	<p><u>Topic: Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p><u>Topic: Seasonal change</u> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Topic: Materials / Forces</u> How to sort toys, based on what they are made of.</p>	<p><u>Topic: Materials</u> To distinguish between an object and the material from which it is made. To identify and name a variety of everyday</p>	<p><u>Topic: Human Body</u> To identify, name, draw and label the basic parts of the human body and say which part of the</p>	<p><u>Topic: Seasonal Change / Animals including humans:</u> To identify and name a variety of common animals including fish,</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	<p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>What animals and humans need to survive and grow.</p> <p>How living and non-living things are different.</p> <p>How humans and animals grow and change.</p> <p>How to carry out a survey of living things</p> <p>How to attract wildlife to our environment</p> <p>How to sort living things into groups.</p>		<p>Which materials can be bent, squashed, twisted or stretched?</p> <p>What materials are best for making a bath toy?</p> <p>About pushes and pulls, and how things move.</p> <p>Seasonal Change</p>	<p>materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>How to carry out a scientific investigation.</p> <p>Which materials will keep us warm or dry?</p>	<p>body is associated with each sense.</p> <p>What the 5 human senses are.</p> <p>How the brain connects to other body parts.</p> <p>How to eat healthily and get enough exercise</p> <p>How and why we use medicines. Why body hygiene is important.</p>	<p>amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Visit to Kew Gardens.</p>
Computing	<p>Using computers – recognising common uses of computers at home and at school</p> <p>Coding – create a simple code with Beebots to move forwards, backwards and change direction.</p>	<p>Online safety and exploring Purple Mash - To login safely; to start to introduce the idea of ‘ownership’ of creative work; to know how to find saved work; to add pictures and text to work; to know how to log out.</p>	<p>Digital Literacy</p> <p>Animated Storybooks - To be introduced to 2Create a Story; to continue a saved story; to add animation; to add sound; to work on a more complex story, adding backgrounds and copying & pasting</p>	<p>Coding - Maze Explorers</p> <p>To understand how to create and debug a set of instructions; to use the direction keys successfully; to understand how to change & extend algorithms.</p>	<p>Coding – using OSMO</p> <p>Introduction to block coding on screen; introduction to backgrounds and characters; making a character move left and right; making a character move when</p>	<p>Pictograms</p> <p>Create pictograms on Purple Mash to represent data</p> <p>Online Safety: Jessie and Friends Episode 2. To know what to do and where to get help to stay safe online</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	<p>Online safety: To know what to do and where to go for help and support over any concerns. Explain what it means to stay safe online (with support).</p>		<p>pages; to use additional features & share their e-books on display board. Online safety day - February</p>		<p>clicked; introduction to Collision Detection.</p>	
History/ Geography	<p>GEOGRAPHY Our World</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Devise a simple map. Identify cold areas of the world in relation to North and South Poles.</p> <p>Understand where Mortlake is in relation to the UK.</p>	<p>HISTORY People of the Past</p> <p>Changes within living memory: their own life A study of the life of a significant individual in the past who has contributed to national and international achievements: Amelia Earhart Significant historical place in the locality: Hampton Court Palace Historical Enquiry: What have been the key events in my lifetime? Was Henry VIII a good king? Visit to Hampton Court</p>	<p>HISTORY The Magic Toymaker</p> <p>Changes within living memory: toys Significant historical person in the locality: Tim Berners-Lee</p> <p>Historical Enquiry: How are our toys different from those in the past? Were toys better in the past? Visit to Richmond Toy Museum</p>	<p>GEOGRAPHY All Dressed Up</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and New Delhi, India.</p>	<p>HISTORY Super Humans</p> <p>A study of the life of a significant individual in the past who has contributed to national and international achievements: Mary Seacole.</p> <p>A comparison of aspects of life in different periods: Medicine and healthcare in the present day compared to medicine and</p>	<p>GEOGRAPHY Live and Let Live</p> <p>To Use world maps, atlases and globes to identify the UK and its countries and Asia, India, Europe, Spain.</p> <p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to Spain.</p> <p>Use aerial photographs to</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	Visit to Kew Gardens			<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator</p> <p>Understand the difference between physical and human features</p>	<p>healthcare in the past.</p> <p>Historical Enquiry: Why do we remember Mary Seacole?</p>	<p>recognise landmarks and basic human and physical features of Spain.</p> <p>Use simple locational and directional language (link to maths)</p>
Art / DT	<p>Explore colour and colour mixing:</p> <p>Create artwork using natural materials in the style of Andy Goldsworthy. Make a tree collage. Make a silhouette of our local skyline. Design and create a sensory garden.</p>	<p>Research and create self-portraits to express themselves:</p> <p>Children will learn about a person from their portrait. How to paint a portrait. About the work of famous artists of the period. How to paint a scene in the style of a famous artist.</p>	<p>Basic design and sewing techniques:</p> <p>Children will design and make own puppets.</p>	<p>Explore traditional Indian printing techniques (wood blocking) and Indian patterns to create own wax resist pattern:</p> <p>Children will explore differences in fabrics and patterns from diverse cultures.</p>	<p>Collaging:</p> <p>Children will create artwork (a collage) inspired by the five senses</p>	<p>Use natural materials for print making:</p> <p>Children will design and make a print based on Orla Kiely.</p>
PE & Sport	<p><u>Games – multi sports approach</u></p> <p>Receives a ball with basic control.</p>		<p><u>Games – multi sports approach</u></p>		<p><u>Athletics</u></p> <p>Can run at different speeds Can jump from a standing position</p>	



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

	<p>Beginning to develop hand eye coordination Begins to perform a range of throws (over and underarm). Observe and describe what they have done and say why it was good To say why a warm up is important Work as a team and understand rules</p> <p>Games of the past and games around the world.</p>		<p>Shows some control with striking, kicking and throwing a given item. Link previous knowledge/skills in different ways in different games They can describe and comment on the importance of space within an appropriate situation To say why a cool down is important.</p> <p>SMSC – social values of working with a partner. Following rules</p>		<p>Performs a variety of throws with basic control Suggest ways to improve their own performance in running, jumping and throwing To start using correct names for different muscles</p> <p>To look at record breakers and Super human efforts in Sport.</p>	
Music	<p><u>Musical vocabulary:</u> Pitch Notes: minims, crotchets, quavers.</p> <p><u>Autumn 1: Exploring sounds + Harvest assembly</u> - Develop knowledge/use of percussion instruments. - Exploring pitch and tempo using singing games and controlled use of percussion.</p>	<p><u>Autumn 2: The long and short of it + Nativity</u> - Learning about duration and names of different note values: minim, crotchet, quaver. - Exploring different lengths of sound with voices and instruments and experimenting with dynamics.</p>	<p><u>Spring 1: Rhythm and pulse</u> - Develop confidence in singing - Feeling the pulse - Repeat and create simple rhythmic phrases. - Learn food rhythms to say, clap and play - Rhythm recognition. - Writing notes - Improvising rhythms + composing own food rhythms.</p>	<p><u>Spring 2: Music and Story</u> - Develop awareness of pitch through singing and playing and explore descriptive sounds in music. - Storytelling through music. - Learning to read graphic scores. - Developing use of dynamics in class composition.</p>	<p><u>Summer 1: Carnival of the Animals</u> - Develop understanding of different contrasts in music through the Carnival of the Animals. Dynamics: loud/quiet, lion/ cuckoo Tempo: fast/slow, wild asses/ tortoises Pitch: high/low, avery/elephant</p>	<p><u>Summer 2: Carnival of the Animals ('Live and Let Live')</u> - Explore how pitch, dynamics, tempo, are used for different animals in Carnival of the Animals. - Compose and perform animal music in groups, using the inter- related dimensions of music they have learnt about during the year.</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

PSHE	<p>Class contract - teamwork and strengths of the community; Network Rail – safety talk; Road safety talk. Harvest Festival - Gratitude Big Draw – teamwork and leadership</p>	<p>Open mindedness Diwali - festival of light Bonfire Night Eid Christmas Anti-Bullying Week</p>	<p>New year, new start - goals; Sport Relief – charitable giving; Chinese New Year ; Valentine's Day - love and kindness; Drugs, Alcohol and Tobacco Education – doing the right thing. Safer Internet Day</p>	<p>Relationships & Sex Education x3 Mother's Day Easter St David's Day & St Patrick's Day - British Values World Book Day Creativity and Curiosity</p>	<p>Taking responsible risks. Making good choices. St George's Day Have enquiring minds. Healthy Eating - Food Revolution! E-safety Focus Father's Day</p>	<p>Taking stock of how the year has gone – where do we want to be, looking forward? Reflections Transition Sports Day - Teamwork Ramadan - Muslims.</p>
RE / P4C	<p>What is religion?</p> <p>Talk about people and things that are special to them and others.</p> <p>What religions and non-religions do we know?</p> <p>What religious celebrations do we know?</p> <p>Old Testament stories</p>	<p>Christianity</p> <p>What is interesting or puzzling about the Christmas story?</p> <p>Advent, Christmas and Epiphany</p>	<p>Buddhism</p> <p>Is it better to give or receive?</p> <p>Puja – ceremonies that involve offerings or gifts; giving dana to the monks; chanting</p> <p>New Year</p> <p>Buddhist Jataka stories</p>	<p>Hinduism</p> <p>How do people worship?</p> <p>Visit to a Hindu Mandir to focus on worship and how the building is used by the community. Neasden?</p> <p>Holi</p> <p>Diwali</p>	<p>Humanism</p> <p>How can we help/protect the planet?</p> <p>What is Humanism? What do Humanists believe? How do Humanists celebrate birthdays and weddings?</p> <p>Secular stories with a moral meaning or message, such as traditional tales.</p>	<p>Christianity</p> <p>What do Christians need to do to follow God?</p> <p>Sacred texts - The Bible, its books and stories, and how it is used in public worship and private devotions.</p> <p>Old Testament / New Testament stories</p>



THOMSON HOUSE SCHOOL
YEAR GROUP
CURRICULUM CONTENT

--	--	--	--	--	--	--