

DT	<b>Food and Nutrition:</b> Preparing a fruit salad			<b>Movement &amp; Structures:</b> fire engines	<b>Textiles :</b> Weaving an animal print	<b>Textiles:</b> Sew a flower
Computing	<b>Information Technology</b> Identify the Use of Technology Create Ebooks	<b>Computer Science</b> Programming	<b>Digital Literacy</b> Esafety	<b>Computer Science</b> Programming Scratch Jr	<b>Information Technology</b> Data Handling	<b>Information Technology</b> Animation
History		<b>Changes within living memory</b> How Have Holidays Changed Over Time? Society and Culture continuity and change	<b>Lives of significant individuals</b> <b>Local history study</b> Which Inventors had The Most Significant Impact? Achievements and Legacy Significance	<b>Events beyond Loving Memory (nationally or globally)</b> How Did The Great Fire of London Begin and What Has Changed as a Result? Cause and Consequence Achievements and Legacy		
Geography	<b>Place Knowledge</b> How is day to day life the same and different between London and Nairobi?	<b>Locational Knowledge</b> Where are the continents and oceans of the world?			<b>Human and Physical Geography</b> Where in the world are the hot and cold areas?	
RE	<b>Theme: What did Jesus teach?</b> <b>Concept: Gospel</b> <b>Religion: Christianity and Humanism</b> Is it possible to be kind to everyone all of the time?	<b>Theme: Christmas - Jesus as a gift from God</b> <b>Concept: Incarnation</b> <b>Religion: Christianity</b> Why do Christians believe God gave Jesus to the world?	<b>Theme: Prayer at home</b> <b>Religion: Islam</b> Does praying at regular intervals help a Muslim in his/ her everyday life?	<b>Theme: Easter Resurrection Concept: Salvation</b> <b>Religion: Christianity</b> How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Theme: Community and Belonging</b> <b>Religion: Islam</b> Does going to a mosque give Muslims a sense of belonging?	<b>Theme: Hajj</b> <b>Religion: Islam</b> Does completing Hajj make a person a better Muslim?
Music	<b>Healthy Me</b> Beat / Rhythm - long and short sounds / Singing <b>Composite:</b> To identify pulse and hear and play different rhythms to music using semibreves, crotchets, rests and quavers	<b>Seasons</b> Pitch / tempo / Singing performance <b>Composite:</b> To sing a growing repertoire of songs with understanding of pitch, tempo, good posture and performance	<b>Carnival of the Animals</b> Timbre / Dynamics / Singing <b>Composite:</b> Through listening to a wide range of musical styles identify percussion sounds and understand the concept of dynamics. Create different combinations of sounds.	<b>Fire of London</b> Composition and Improvisation <b>Composite:</b> Perform 1666 with makaton signing. A class Fire of London soundtrack composition.	<b>Spring Songs</b> Playing instruments and structure <b>Composite:</b> To play recorders together. To start and stop to a conductor. To play rhythms using word patterns.	<b>World Music</b> Performing <b>Composite:</b> To perform on recorder as part of a group or solo.