Geography Sequence of Learning
ELG - UTW - People, culture and Communities.
1)Look at a map of our school and identify key areas. Walk around the school using the map to identify the areas.
2)Look at a map of the local area and identify symbols used. Discuss what they mean and why we use them. Create a map of the school grounds with symbols and a key.
3)Discuss examples of human and physical features. Walk around the local area and identify human and physical features. Record on a chart.
4)Discuss the different types of buildings we saw on our walk and what they might be used for.
5)Discuss the definitions of village, town and city. Look at luckington, Malmesbury and Bristol on Google maps and discuss differences in buildings, transport and land use.

Music Sequence of Learning
ELG - EAaD - Being Imaginative and Expressive
Term 5 - Friendship Song
1) Listen and respond
2) Learn to sing the song
3)Play instruments with the song
4) Composing and Improvising
5) Perform the song
Term 6 - Reflect, rewind and replay
1) Listen and respond
2) Learn to sing the song
3)Play instruments with the song
4) Composing and Improvising
5) Perform the song

Art Sequence of Learning
ELG - PD - Fine Motor Skills
ELG - EAaD - Creating with materials
1)To print using body parts.
2)To make rubbings.
3)To print with plasticine.
4)To print with foam board.
5)Share and celebrate outcomes.

Computing Sequence of Learning

Computer Science - Coding
1)To understand what instructions are and to know that computer programs work by following instructions called code.
2)To use code to make a computer program and understand what objects and actions are.
3)To understand what an event is and to use an event to control an object.
4) To understand what an event is and begin to understand how code executes when a program is run.
5)To understand what backgrounds and objects are and to understand how to use the scale attribute (property).
6)To plan a computer program. To make a computer program.
7) To understand what an algorithm is. • To create a computer program using an algorithm.
8)To create a program using a given design. • To understand the collision detection event.
9)To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence.
10)To understand that different objects have different attributes (properties). • To understand what different events do in code.
11)To create a program using a given design. • To understand the function of buttons in a program.
12)To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs.

History Sequence of Learning
ELG - Understanding the World - Past and Present
1)Look at sources relating to the history of the school and discuss what they tell us about how the school has changed.
2)Look at sources relating to Luckington Village and discuss similarities and differences between now and then.
3)Look at historical sources which tell us how Luckington was affected by the war. Discuss how the war changed Luckington.
4)Look at historical sources which tell us about the different buildings in Luckington in the past and discuss how they were used then and how they are used now.

P.E. Sequence of Learning
ELG - PD - Gross Motor Skills
Agility - Reaction and Response
From 1, 2 and 3 metres:
1. React and catch large ball dropped from shoulder height after 2 bounces.
2. React and catch large ball dropped from shoulder height after 1 bounce
From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.
Coordination - Sending and Receiving
1. Roll large ball and collect the rebound.
2. Roll small ball and collect the rebound.
3. Throw large ball and catch the rebound with 2 hands.

1. Throw tennis ball, catch rebound with same hand after 1 bounce.
2. Throw tennis ball, catch rebound with same hand without a bounce.
3. Throw tennis ball, catch rebound with other hand after 1 bounce.

Agility - ball chasing
1. Roll a ball, chase and collect it in balanced position facing opposite direction.
2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction
2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.

Gymnastics
Flight
To perform 1 foot to 1 foot (same), 2 feet to 2 feet, straight and tuck jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.
2. To perform foot to 2 feet, star, straight 180° and tuck 180° jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.
Rotation
1.To perform pencil, dish and arch rolls and spin on the bottom on the floor, with hand apparatus, on low apparatus and on large apparatus.
2. To perform egg tuck roll and rock 'n' roll to feet and patter turn on the floor, with hand apparatus, on low apparatus and on large apparatus.

PSHE Sequence of Learning
Being My Best
1)Discuss ways to help us have a good night's sleep.
2)Explore different ways of exercising to keep our bodies healthy.
3)To recognise that learning a new skill e.g. riding a bike requires practice.
4)Discuss examples of good hygiene to keep our bodies healthy.

Growing and changing
We will be covering the Relationships and Sex Education (RSE) aspect of PSHE in the second half of this half term. Parents will receive a letter detailing the contents nearer the time.

DT Sequence of Learning
ELG - EAaD - Being Imaginative and Expressive
1) Look at different types of buildings in Luckington and discuss similarities and differences in shapes. Sketch samples in sketch books.
2)Learn how to saw and join wood to make a cube/cuboid shape to form the shell of a building.
3)Look at sketches and decide which building to make using their wooden shape.
4)Use card and other materials to create a building from Luckington.
5)Evaluate their building.

Science Sequence of Learning
ELG - UTW - The natural world
Term 5
1)Discuss where plants come from and how they grow. look at different examples of seeds and bulbs.
2) Plant sunflower seeds and discuss what they will need to make them grow. Set up an investigation to see what happens if we deprive a seed of one of these things.
3) Go for a walk to observe which plants and trees grow in our school grounds. Name them. Discuss the difference between wild flowers and garden flowers.
4)Look at a flowering plant and name the different parts petal, leaf, stem and roots.
5) Observe growth of sunflowers over the term and discuss results of the investigation.

R.E. Sequence of Learning - Term 5
ELG - UTW - People, culture and Communities.
Judaism - Shabbat
1) Discuss favourite days of the week.
2) Introduce Shabbat.
3) Look at how a Jewish child spends a Friday evening.
4) Design a special meal.
Assessment Activity
Comparison of a Jewish child and a non-Jewish child's weekend.

R.E. Sequence of Learning - Term 6
Judaism - Rosh Hashanah and Yom Kippur
1) What does forgiveness mean?
2) Learn about Rosh Hashanah and Yom Kippur.
3) Learn about what happens in a synagogue.
4) Story of Rabbi Salanter and the shoemaker.
Assessment Activity
Rank pictures and explain what might be important to Jewish children.

English
Writing to entertain
Poetry based on 'Midnight Feasts' poetry anthology.
Narrative based on Stickman by Julia Donaldson.
Writing to inform
Writing leaflets about the history of our school
Writing instructions on how to plant a seed.

Maths
Addition and subtraction - Y1 and Y2
Multiplication and division - Y2
Fractions