

| Big Question:<br>Who is to blame for the Great Fire of London? |                                                   |                                                 |                                                           | Global Theme:                                                      |                                                         |                                                                     | Outcome:                                                    |                                                                     |                                                                                    |                                                                   | Year 1<br>Summer Term 2022/23                                                   |                                                                                  |
|----------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                                                | Summer 1<br>Week 1 - 17.04 (4 days)               | Summer 1<br>Week 2- 24.04 (5 days)              | Summer 1<br>Week 3 – 02.05 (4 days)                       | Summer 1<br>Week 4 – 09.05 (4 days)                                | Summer 1<br>Week 5- 15.05 (5 days)                      | Summer 1<br>Week 6 – 22.05 (5 days)                                 | Summer 2<br>Week 1 – 05.06 (5 days)                         | Summer 2<br>Week 2 – 12.06 ( 5 days)                                | Summer 2<br>Week 3 - 19.06 (5 days)                                                | Summer 2<br>Week 4 – 26.06 (3 days)                               | Summer 2<br>Week 5 – 03.07 ( 5 days)                                            | Summer 2<br>Week 6/7 - 10.07 ( 8 days)                                           |
| Reading                                                        | A Walk In London                                  |                                                 |                                                           | Literacy Shed<br>Pudding Lane                                      |                                                         |                                                                     | The Great Fire of London – Unclassified.                    | RWI Screening test                                                  | You wouldn’t want to be in the Great Fire of London                                |                                                                   |                                                                                 | Assessment                                                                       |
| Phonics                                                        | Read, Write, Inc.                                 |                                                 |                                                           |                                                                    |                                                         |                                                                     |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
| Text Type                                                      | Writing to Inform<br>Flyer to visit the UK.       |                                                 |                                                           | Writing to Entertain<br>London poems (London’s Burning)            |                                                         |                                                                     | Writing to Inform<br>First person narrative – in character. |                                                                     |                                                                                    | Writing to Entertain<br>Letter                                    |                                                                                 | Assessment                                                                       |
| Grammar                                                        | Questions (facts) / Exclamation sentence.         |                                                 |                                                           | Suffix -ing / Plural -es                                           |                                                         |                                                                     | Prefix –un                                                  |                                                                     |                                                                                    | Proper Nouns                                                      |                                                                                 | Assessment                                                                       |
| Power Maths                                                    | Unit - 7<br>Add within 20                         | Unit - 8<br>Subtraction within 20               | Unit 9 –<br>Numbers to 50                                 | Unit 10<br>Length , weight                                         | Unit 12 – 3<br>multiplication                           | Unit 13<br>Doubles, division                                        | Unit 14<br>Halves / quarters                                | Unit 16<br>Nos to 100                                               | Unit 17<br>Time                                                                    | Unit 18 –<br>Time                                                 | Unit 19<br>Money -                                                              | Assessment                                                                       |
| Number Sense                                                   | 5x Table                                          | 2x Table                                        | 10x Table                                                 | Number Bonds to 10/20                                              | 5x Table                                                | 2x Table                                                            | 10x Table                                                   | Number bonds to 20/100                                              | 5x Table                                                                           | 2x Table                                                          | 10x Table                                                                       | Number Bonds to 10/20/100                                                        |
| Islamic Studies                                                | the focused of this term is Fiqh/ Wudu/ Ablution  |                                                 |                                                           |                                                                    |                                                         | The focus of this term is Islamic history/ prophet Adam(PBUH) story |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
|                                                                | To explore the meaning of wudu.                   | Identify which body parts Muslims need to wash. | To identify how to perform Wudu.                          | To identify things Muslims need to perform wudu for.               | To identify when Muslims need to re perform wudu.       | To identify that Allah(SWT) is our creator                          | To explore the prophets who were mentioned in the Quran     | To explore that Adam (PBUH) is the first human Allah (SWT) created. | To know that all humans are equal because Adam( PBUH) is the father of all Humans. | To explore the importance of celebration Eid Al-Adha for Muslims. | To explore the first action Adam (PBUH) did and the first word Adam (PBUH) said | To explore the first action Adam (PBUH) did and the first word Adam (PBUH) said. |
|                                                                |                                                   |                                                 |                                                           |                                                                    |                                                         | Who is to blame for the Great Fire of London?                       |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
| History                                                        |                                                   |                                                 |                                                           |                                                                    |                                                         |                                                                     | How did the great fire start?                               | How do we know what happened during the great fire?                 | Why did the Great Fire burn down so many buildings?                                | Could more have been done to stop the fire?                       | How did people manage to live through the fire?                                 | How shall we rebuild London? Answer the big question.                            |
| Geography                                                      | Is London the same now as 1666?                   |                                                 |                                                           |                                                                    |                                                         |                                                                     |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
|                                                                | I can name the geographical features of Scotland. | I can name the geographical features of Wales.  | I can name the geographical features of Northern Ireland. | I can name the geographical features of England (focus on London). | Is London the same now as 1666?                         |                                                                     |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
| Science                                                        | How do you know what season it is?                | How are materials different from each other?    |                                                           |                                                                    |                                                         |                                                                     | How do you know what season it is?                          |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
|                                                                | How do we know it is spring?                      | Be able to name materials.                      | To distinguish between the object & the material          | To describe the properties of materials                            | To describe the physical properties by testing objects. | To test for a different properties                                  | To sort objects by their properties                         | How do we know its summer?                                          | Assessment                                                                         |                                                                   |                                                                                 |                                                                                  |
| PHSE                                                           | Being at my best                                  |                                                 |                                                           |                                                                    |                                                         | Growing and changing                                                |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |
|                                                                | To explore healthy eating part 1                  | To explore healthy eating part 2                | Catch it, bit it                                          | Harold learn to ride his bike.                                     | Pass on praise                                          | Inside my wonderful body                                            | Taking care of a baby                                       | Then and now                                                        | Who can help                                                                       | Surprises and secrets                                             | Keeping privates private.                                                       |                                                                                  |
|                                                                | Racket sports                                     |                                                 |                                                           |                                                                    |                                                         | Gymnastics                                                          |                                                             |                                                                     |                                                                                    |                                                                   |                                                                                 |                                                                                  |

|           |                                        |                                                   |                                             |                                                 |                                                                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|-----------|----------------------------------------|---------------------------------------------------|---------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------|------------------------------------|---------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------|-------------------------------|
| PE        | Demonstrate control whilst dribbling   | To show control & precision when striking         | To adjust power and direction when striking | To adjust power and direction in context        | To demonstrate accuracy with a racket                            | Real PE Scheme                                  |                                    |                                             |                                                     |                                                     |                                                                  |                               |
| Music     | Musical gems                           |                                                   |                                             |                                                 |                                                                  | Musical Gems                                    |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|           | Provided by Derby Music Service        |                                                   |                                             |                                                 |                                                                  | Provided by Derby Music Service                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
| Computing | Spreadsheets                           |                                                   |                                             |                                                 |                                                                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|           | Lesson 1                               | Lesson 2                                          | Lesson 3                                    | Bee-Bots Position and Direction (maths) Unit 15 | Bee-Bots Position and Direction (maths) Unit 15                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
| RE        | What do Hindus celebrate?              |                                                   |                                             |                                                 |                                                                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|           | What do Hindus believe?                | What are the special occasions for a Hindu child? | What is special about a Hindu wedding?      | How do Hindus celebrate Diwali?                 | To discover about the festival of Raksha Bandhan                 | To learn about the festival of Ganesh Chaturthi |                                    |                                             |                                                     |                                                     |                                                                  |                               |
| Arabic    |                                        |                                                   |                                             |                                                 |                                                                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|           | To read Arabic numbers 1-30 (speaking) | To write the Arabic Alphabets (ح)                 | To learn my body parts. P.1                 | To learn my body parts. P.2                     | To recap the previous lessons and to listen to a story in Arabic | To introduce yourself to a friend in Arabic.    | To write the Arabic Alphabets (ج)  | To introduce your family members in Arabic. | To learn and response to classroom rules in Arabic. | To introduce yourself and family members in Arabic. | To recap the previous lessons and to listen to a story in Arabic | End of term Arabic assessment |
| Art       |                                        |                                                   |                                             |                                                 |                                                                  |                                                 |                                    |                                             |                                                     |                                                     |                                                                  |                               |
| DT        |                                        |                                                   |                                             |                                                 |                                                                  | Can you make a freestanding bridge?             |                                    |                                             |                                                     |                                                     |                                                                  |                               |
|           |                                        |                                                   |                                             |                                                 |                                                                  | What bridges are in the UK?                     | Local bridges and their structure. | Key features of a bridge.                   | Bridge Materials experiment.                        | Design a bridge.                                    | Build a Bridge and evaluate.                                     | Assessment.                   |