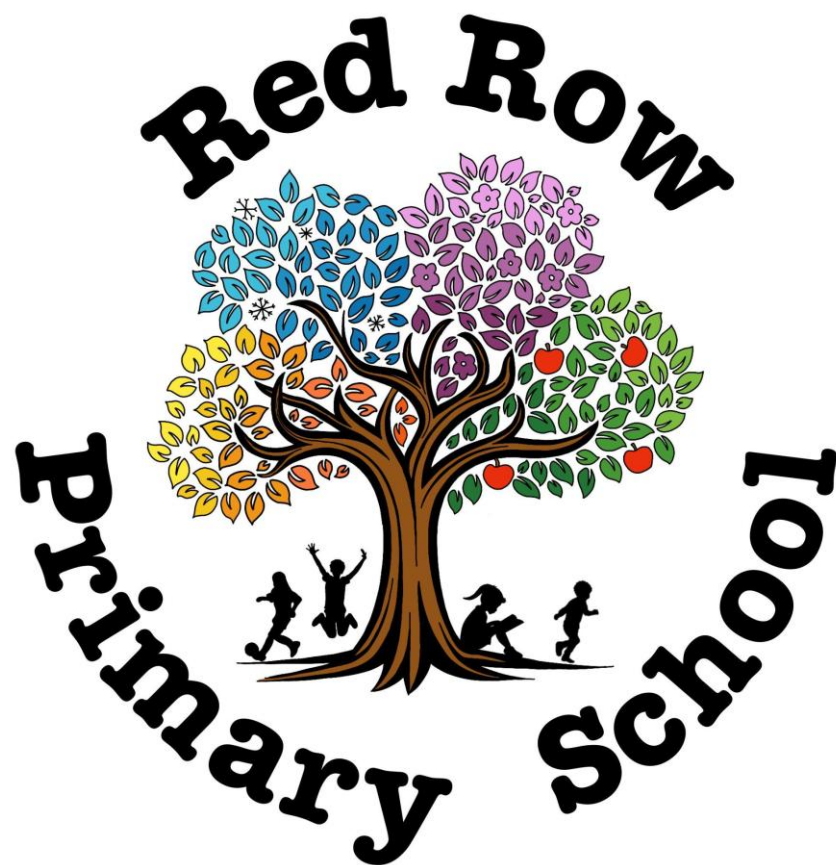
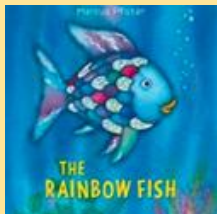
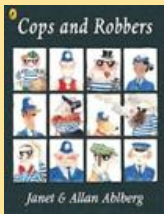
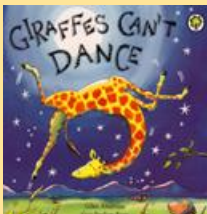
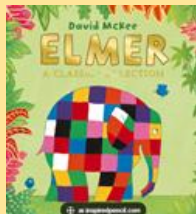
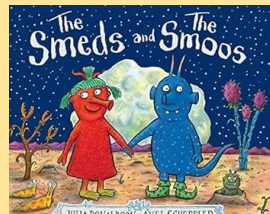
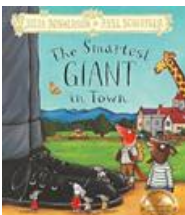
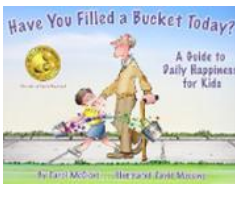
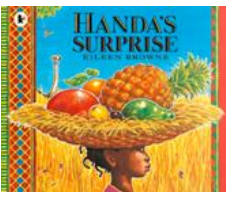
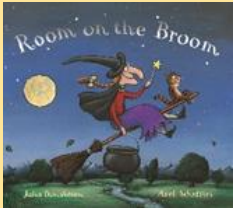
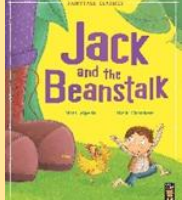


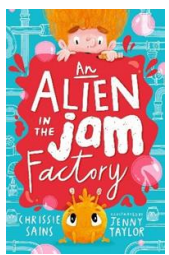
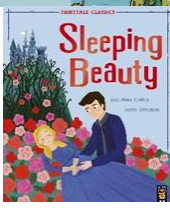


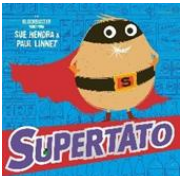
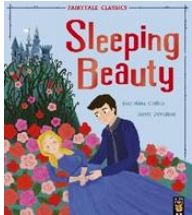
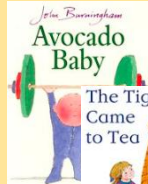
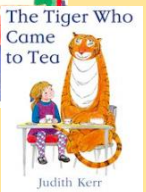
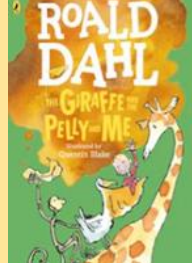
Key Stage 1 Unit: Curriculum Overview

Curriculum Overview 2025-26

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of Faiths and Beliefs	Mutual Respect
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					
					
Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:

<u>Oral Retelling</u> Room on the Broom  <u>Transcription Unit- Lists, Captions & Labels</u> Supermarket Zoo Monkey Puzzle Tiddler The Ugly Five Tabby McTat The Highway Rat 	<u>The Place Value of Punctuation and Grammar</u> 	<u>Sentence Building Unit</u> Toys in Space  <u>Recount- Letter / Postcard</u> Toys in Space  <u>Sentence Building Unit</u> Toy Man Sideways text: Traction Man is Here  	<u>Non-chronological report</u> Toy Man Sideways text: Traction Man is Here  <u>Setting Description</u> Candy House Sideways text: Hansel and Gretel  Sentence Building Unit available <u>Plot Weave</u> Candy House Sideways text :Hansel and Gretel	<u>Narrative</u> Jack and the Beanstalk Sideways text: Jack and the Beanstalk  Sentence Building Unit available <u>Non-chronological report</u> Dragons Sideways text: Tell me a dragon  Sentence Building Unit available <u>Instructions</u> How to Grow a Plant	<u>Persuasive Advert</u> Join Our Pirate Crew Sideways text: The Pirates Next Door  Sentence Building Unit available <u>Poetry</u>
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			 Sentence Building Unit available	 Sentence Building Unit available	
<u>The Place Value of Punctuation and Grammar</u> 	<u>Sentence Pattern Building Unit</u> Marvellous Minibeasts  <u>Non-chronological report</u> Marvellous Minibeasts  <u>Recount- Letter</u> Little Red Sideways text: Little Red Riding Hood	<u>Character Description- Wanted Poster</u> WANTED! Have you seen this wolf? Sideways text: Little Red: A howlingly good fairy tale with a twist Little Red Little Red Riding Hood  Sentence Building Unit available <u>Narrative</u> Mighty Marrow Sideways text: Supertato	<u>Narrative</u> The Three Little Pigs- A Twisted Tale  Sentence Building Unit available <u>Persuasion</u> Why should you visit the amazing Jam Shop? Sideways text: An alien in the jam factory  OR	<u>Narrative- setting description</u> Trimpoli's Tower Sideways text: Sleeping Beauty   <u>Plot Weave</u> The Sleeping Castle Sideways text: Sleeping Beauty	<u>Explanation</u> How do butterflies change?  <u>Recount- Diary</u> Escape the Fire Sideways texts: The Great Fire of London Vlad and the Great Fire of London 

	 Sentence Building Unit available OR Letter Home Sideways text: Meerkat Mail 	 Sentence Building Unit available <u>Instructions</u> How to be a mighty explorer Sideways text: The Great Explorer  Sentence Building Unit available	ChocoBubble  <u>Poetry</u>		OR Charles Darwin's Journey Sideways text: Charles Darwin's Adventure Around the World  Sentence Building Unit available
Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure
  (Pie Corbett's)	 	  (Pie Corbett's)	  (Pie Corbett's)		 

 (Pie Corbett's)			English Focus Text		
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
		<u>Sentence Building Unit</u> Toys in Space <u>Recount- Letter / Postcard</u> Toys in Space Punctuating single-clause sentences Co-ordinating conjunctions to join clauses (and) Modifying the verb (adverbials of time and place)	<u>Non-chronological report</u> Toy Man Punctuating single-clause sentences Modifying the verb (adverbs/ adverbials of place) Modifying the noun (expanded noun phrases) Rhetorical questions and question marks	<u>Narrative</u> Jack and the Beanstalk Third person Past tense (suffix -ed, irregular verbs) Capital letters for proper nouns Punctuating single-clause sentences Adverbs/ adverbials of place Adverbs/ adverbials of time	<u>Persuasive Advert</u> Join Our Pirate Crew Rhetorical questions (question marks, triples and personal pronouns) Exclamation marks Basic structure Co-ordinating conjunctions to join clauses (and) Commands

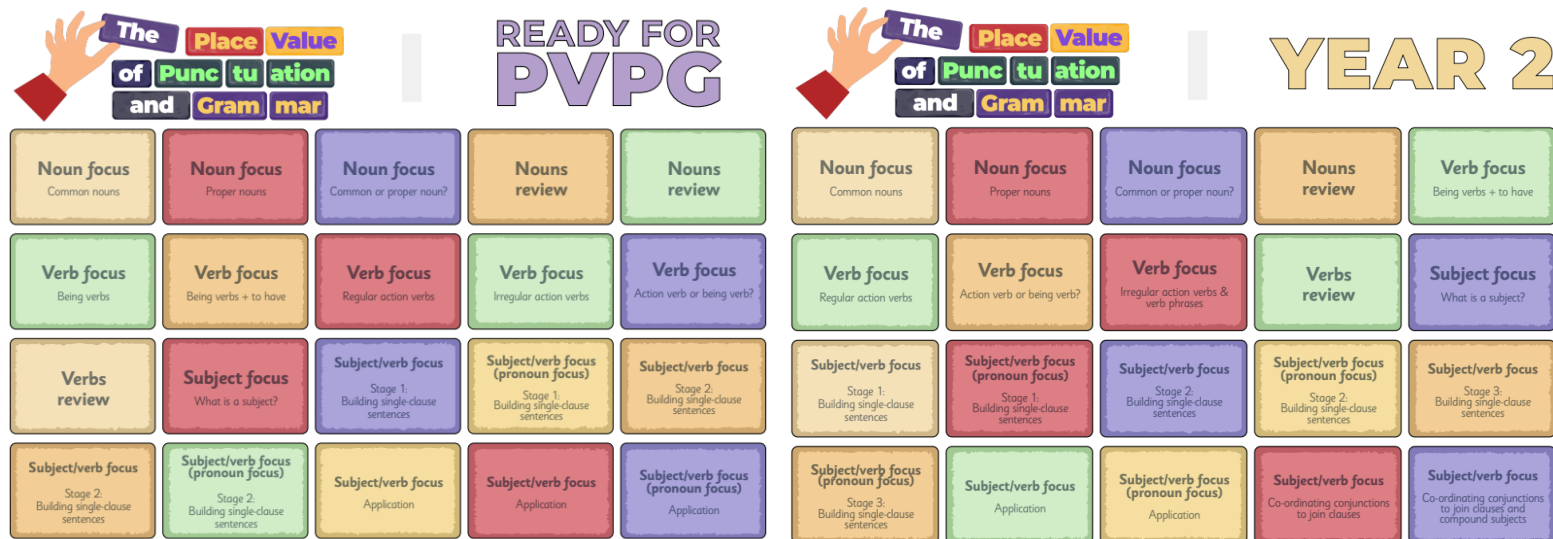
		Modifying the noun (expanded noun phrases) Rhetorical questions and question marks <u>Sentence Building Unit</u> Toy Man (Traction Man is Here)	<u>Setting Description</u> Candy House Modifying the verb (adverbs/adverbials of time) Co-ordinating conjunctions to join clauses (and) Basic structure (nouns and verbs) Modifying the verb (adverbs/adverbials of place) Modifying the noun (expanded noun phrases) Rhetorical questions, question marks and exclamation marks <u>Plot Weave</u> Candy House Reading lesson Engage Write Write	Exclamation marks Co-ordinating conjunctions to join clauses (and) <u>Non-chronological report</u> Dragons Punctuating single- clause sentences Modifying the noun (expanded noun phrases) Modifying the verb (adverbs/adverbials of place) Rhetorical questions and question marks <u>Instructions</u> How to Grow a Plant Rhetorical questions and question marks Modifying the noun (expanded noun phrases) Commands (inc. the imperative) Modifying the verb (adverbs/ adverbials of manner and place)	Modifying the noun (expanded noun phrases, inc. suffix -est)
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			Engage Write	Co-ordinating conjunctions to join clauses (and) Modifying the verb (adverbs/adverbials of time)	
	<u>Sentence Pattern Building Unit</u> Marvellous Minibeasts <u>Non-chronological report</u> Marvellous Minibeasts Suffix -s and -es (verbs) Punctuating single-clause sentences Basic structure Co-ordinating conjunctions (and, but, so) Modifying the verb (adverbs/adverbials of manner and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinating conjunctions (because, if)) Rhetorical questions <u>Recount- Letter</u>	<u>Character Description- Wanted Poster</u> WANTED! Have you seen this wolf? Co-ordinating conjunctions to join clauses (and, but, so) Modifying the noun (expanded noun phrases and commas in a list) Modifying the verb (adverbs/ adverbials of place) Modifying the verb (subordinate clauses as adverbials of condition (if)) <u>Narrative</u> Mighty Marrow <u>Instructions</u> How to be a mighty explorer Rhetorical questions and question marks Modifying the noun (expanded noun phrases) Apostrophes for omission	<u>Narrative</u> The Three Little Pigs- A Twisted Tale <u>Persuasion</u> Why should you visit the amazing Jam Shop? Rhetorical questions (inc question marks and triples) Modifying the noun (expanded noun phrases inc alliteration) Exclamation marks Basic structure Co-ordinating conjunctions (and, but, so (& repetition)) Commands Modifying the verb (subordinate clause as adverbials of time (when)) Modifying the verb (subordinate clauses as adverbials of condition (if)) OR ChocoBubble	<u>Narrative- setting description</u> Trimpoli's Tower Modifying the verb (adverbs/ adverbials of time) Commas in a list Basic structure (nouns and verbs) Modifying the verb (adverbs/ adverbials of place) Modifying the verb (adverbs/ adverbials of manner) Modifying the noun (expanded noun phrases) Rhetorical questions and question marks <u>Plot Weave</u> The Sleeping Castle Past tense Adverbs/ adverbials of place and manner	<u>Explanation</u> How do butterflies change? Present tense Commas in a list (inc co-ordinating conjunctions and, or) Modifying the verb (subordinate clauses as adverbials of reason 'because') Modifying the verb (adverbs/adverbials of time inc subordinating conjunction 'when') Co-ordinating conjunctions to join clauses (and, but, so) Modifying the noun (expanded noun phrases) Rhetorical questions <u>Recount- Diary</u> Escape the Fire

	Little Red OR <u>Recount- Letter</u> Letter Home	Commands Co-ordinating conjunctions (and, but, so) Commas in a list Modifying the verb (adverbs/adverbials of time inc subordinating conjunction 'when') Modifying the verb (adverbs/adverbials of manner and place) Modifying the verb (subordinating conjunctions (if, because)) GDS: apostrophe for possession	Rhetorical questions (inc question marks & triples) and expanded noun phrases Exclamation marks Basic structure Co-ordinating conjunctions (and, but, so) Commands Modifying the verb (subordinate clauses as adverbials of time (when)) Modifying the verb (subordinate clauses as adverbials of condition (if))		Facts & opinions and exclamation marks Rhetorical questions and question marks Modifying the verb (adverbs/ adverbials of time inc. subordinating conjunction 'when') Modifying the verb (adverbs/ adverbials of place) Co-ordinating conjunctions to join clauses (and, but, so) Modifying the verb (subordinating conjunction 'if') Modifying the verb (subordinating conjunction 'because') Modifying the noun (expanded noun phrases & commas in a list) Apostrophes for possession OR Charles Darwin's Journey Facts & opinions and exclamation marks Rhetorical questions and question marks
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					Modifying the verb (adverbs/ adverbials of time inc. subordinating conjunction 'when') Modifying the verb (adverbs/ adverbials of place) Co-ordinating conjunctions to join clauses (and, but, so) Modifying the verb (subordinating conjunction 'if') Modifying the verb (subordinating conjunction 'because') Modifying the noun (expanded noun phrases & commas in a list) GDS: Apostrophes for singular possession Apostrophes for omission
Punctuation, Grammar and Composition:					
To support explicit teaching of grammar, we use Grammarsaurus resources. We focus on the foundations of accurate grammar and each year group will begin the year with lessons dedicated to the understanding of nouns, verbs and subjects, so vital in the structure of sentences.					

We weave the teaching of grammar throughout our teaching of speaking, reading and writing. We do this by modelling the correct use of language, looking closely at the written word and understanding how to improve our writing through our grammar choices.



Handwriting ongoing following the Letter Join scheme

- To sit correctly at a table, holding a pencil comfortably and correctly
- To hold my pencil with an effective grip.
- To form lower-case letters (pre-cursive/cursive) in the correct direction, starting and finishing in the right place.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- To form capital letters
- To form digits 0-9
- To begin to join my handwriting. (cursive)
- To sit correctly at a table without prompting, holding a pencil comfortably and correctly
- To maintain consistency in handwriting size using the appropriate line size.
- To sit correctly at a table without prompting, holding a pencil comfortably and correctly
- To maintain consistency in handwriting size using the appropriate line size.

- To form lower-case letters of the correct size relative to one another
To use spacing between words that reflects the size of the letters.
To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- To use capital letters appropriately e.g. not always writing B as a capital.
- To ensure capital letters are larger than lower case letters.
- To start using some of the diagonal and horizontal strokes needed to join letters
- To join most letters correctly and consistently. (Cursive)
- To use all four handwriting joins.
- To understand which letters, when adjacent to one another, are best left unjoined

Phonics: Little Wandle

Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky Words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky Words: any many again who whole where two school call different thought through friend work	Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky Words: once laugh because eye	Phonics Screening Check Review: No new GPC or Tricky Words	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky Words: busy beautiful pretty hour move improve parents shoe

Phase 5 Review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /el/ /ai/ a /a/ /ai/ /or/ Tricky Words people eye whole through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh friend	Bridge to Spelling What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Spelling The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el?	Spelling Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? How can I show missing letters in a word?	Spelling Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
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Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:
Comprehension (Positive attitudes and love of reading) – To develop pleasure in reading, motivation to read, vocabulary and understanding Comprehension (Accuracy, fluency and understanding) – To understand both the books they can already read accurately and fluently and those they listen to. Year 1- Guided Reading sessions 3x per week (decoding, prosody, comprehension) • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading Year 2- Guided Reading sessions 3x per week (decoding, prosody, comprehension) • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading					
Spelling					
• To revise the phonics rules covered in reception including consonant digraphs (sh ch, th, ng) and vowel digraphs. • To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. • To revise words with adjacent consonants (e.g. straw, help) • To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch • To spell words with /v/ sound at the end of words e.g. have, give • To spell words ending in –y e.g. very, happy, funny • To spell words containing each of the 40+ phonemes already taught (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1)					

To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts.

Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:
Words where 'dge' makes a /j/ sound <i>badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge</i> Words where 'ge' makes a /j/ sound <i>change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe</i> Words where 'g' makes a /j/ sound <i>gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle</i> Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' <i>race, ice, cell, city, fancy, lace, space, circle, circus, rice</i> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words <i>knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw</i>	Words where 'wr' makes a /r/ sound at the beginning of words <i>write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote</i> Words ending in 'le' <i>table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle</i> Words ending in 'el' <i>camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel</i> Words ending in 'al' <i>metal, petal, capital, hospital, animal, equal, final, pedal, local, magical</i> Words ending in 'il' <i>pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil</i> Challenge Words	Words where 'y' makes an /igh/ sound <i>cry, fly, dry, try, reply, July, shy, spy, sky, why</i> Words where '-es' is added to words ending in 'y' <i>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</i> Words where '-ed' is added to words ending in 'y' <i>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</i> Words where '-er' and '-est' are added to words ending in 'y' <i>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</i> Words where '-ing' is added to words ending in 'e'	Words where '-er', '-est' and '-ed' is added to words ending in 'e' <i>nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest</i> Words where '-ing' is added to single syllable words <i>patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping</i> Words where '-ed' is added to single syllable words <i>patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged</i> Words where 'a' makes an /or/ sound <i>all, ball, walk, call, talk, always, fall, small, also, bald</i>	Words where the digraph 'ey' makes an /ee/ sound <i>key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney</i> Words where 'a' makes an /o/ sound <i>want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash</i> Words where 'or' and 'ar' make an /er/ or /or/ sound <i>word, work, worm, world, worth, warm, war, towards, warn, warned</i> Words where 'si' and 's' makes an /zh/ sound <i>television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual</i>	Words that are homophones <i>there, their, here, hear, see, sea, too, two, blue, blew</i> Words that are homophones or near homophones <i>quiet, quite, bare, bear, sun, son, be, bee, night, knight</i> Words ending in '-tion' <i>station, fiction, motion, nation, education, action, injection, caption, fraction, competition</i> Words with an apostrophe for contraction <i>can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd</i> Words with an apostrophe for possession <i>Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's</i>

Challenge Words <i>door, floor, poor, find, kind, mind, behind, child, children, because</i>	<i>wild, climb, most, only, both, old, cold, hold, gold, told</i>	<i>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</i> Challenge Words <i>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</i>	Words where 'o' makes an /u/ sound <i>other, mother, brother, nothing, cover, money, some, dozen, wonder, done</i> Challenge Words <i>last, past, father, class, grass, pass, plant, path, bath, rather</i>	Words ending in '-ment' and '-ness' <i>payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness</i> Words ending in '-ful', '-less' and '-ly' <i>careful, playful, thankful, helpful, boldly, gladly, happily, easily, hopeless, spotless</i>	Challenge Words <i>whole, any, many, clothes, busy, people, water, again, half, hour</i>
Maths:	Maths:	Maths:	Maths:	Maths:	Maths:
Number: Numbers to 10 and place value Number: Addition and subtraction Geometry: Shapes and patterns	Number: Numbers to 20 and place value. Number: addition and subtraction to 20.	Number: exploring calculation strategies within 20. Measurement: time Number: Numbers to 40 and place value.	Number: adding and subtracting within 40. Measurement: Length, weight and volume.	Number: Numbers to 100 and place value Number: addition and subtraction to 100. Measurement: money	Number: multiplication and division Number: fractions
Number: Number and place value within 1000. Number: addition and subtraction with 2 and 3 digit numbers. Number: addition and subtraction word problems.	Number: multiplication and division Number: multiplication and division 2, 5 and 10 times tables. Number: exploring calculation strategies within and beyond 1000.	Number: Exploring calculation strategies within and beyond 100. Measurement: money. Statistics: graphs. Measurement: length	Measurement: Mass Number: Fractions Measurement: Time	Number: addition and subtraction word problems. Number: multiplication and division.	Measurement: capacity and volume. Number: Fractions Number: Exploring calculation strategies Geometry: Shape and position

					Statistics : Graphs Number: Multiplication and division 3 and 4 times table.
Science:	Science:	Science:	Science:	Science:	Science:
Working Scientifically Autumn: Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. Spring: Perform simple tests. Gather and record data to help in answering questions. Summer: Use observations and ideas to suggest answers to questions.					
Seasonal Change Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.					
<u>Animals including Humans</u> <u>How can we group animals and what makes us human?</u> Identify and name a variety of common animals including fish and birds Compare a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores , omnivores and herbivores	<u>Seasonal Changes</u> <u>What are the seasons?</u> <u>Part 1</u> Observe and describe the signs of autumn in animals, plants, humans and the weather Observe and describe the weather in autumn and notice that the amount of daylight becomes less	<u>Everyday materials</u> <u>Why do we use different materials for different things</u> Identify a variety of everyday materials and classify them Describe the physical properties of a variety of everyday materials Distinguish between an object and the material from which it is made Compare and group together a variety of everyday materials on the basis of their simple physical properties Identify patterns in the properties of materials, focusing on shininess and what materials are made from Investigate the properties of different materials	<u>Plants</u> <u>How can we identify different plants and trees?</u> Identify different plants Identify and describe the basic structure of plants Understand that plants can grow Identify and name a variety of common wild plants Group and sort a variety of plants	<u>Seasonal Changes</u> <u>What are the seasons?</u> <u>Part 2</u> Observe and describe the signs of winter in animals, plants, humans and the weather. Observe and describe the weather in winter and notice that the amount of daylight becomes less. Identify and describe natural and human events that happen in winter. Key Vocabulary	

Identify, name, draw and label the basic parts of the human body Identify which part of the body is associated with each sense Compare humans Key Vocabulary animal, beak, body part, claws, egg, feathers, fin, food, fur, hear, land, meat, milk, paws, pet, plant, scales, see, smell, taste, touch, water, wings amphibian, bird, carnivore, diet, fish, herbivore, human, mammal, omnivore, reptile, senses abdomen, arms, chest, ears, elbows, face, hair, hands, head, knees, legs, mouth, neck, shoulders, teeth, toes	Identify and describe natural and human events that happen in autumn Key Vocabulary rain, wind sun, cloud, month, year, change event, explain, compare, weather celebrate, festival, natural autumn, evergreen, deciduous, season, sunrise, sunset, daylight	Key Vocabulary bendy, dull, glass, metal, plastic, rough, rubber, shiny, smooth, stiff, wood compare, describe, investigate, material, object, observe, properties, suitable waterproof	Name a variety of common plants that we can eat Identify, name and describe the basic structure of deciduous and evergreen trees Identify and classify leaves Key Vocabulary Plant, tree, deciduous, evergreen, flower, roots, stem, leaf	cold, frost, heat, long, month, short, snow, storm, year classify, compare, event, explain, freeze, human, identify, natural, observe, weather deciduous, evergreen, sunrise, sunset, winter
Working Scientifically Autumn: Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction. Spring: Turn ideas into questions that can be investigated. Present results. Explain what has been found out. Summer: Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.				
<u>Living Things and Habitats</u> Explore and compare the differences between living, dead, and things that have never been alive.	<u>Seasonal Changes</u> <u>What changes occur throughout the seasons?</u> Describe how the seasons follow a repeating cycle	<u>Materials</u> <u>How are materials chosen in design?</u> Identify different materials (human-made and natural) Identify objects that have been made from more than	<u>Plants</u> <u>How do seeds and bulbs grow into healthy plants?</u> Identify that fruit, vegetables and herbs are a type of plant that we eat.	<u>Animals including Humans</u> <u>Why do we need to keep healthy?</u> Identify and describe the basic needs of animals, including humans, for survival Identify the offspring of animals including humans

Identify and name a variety of plants and animals in their habitats, including microhabitats Identify and name various plants and animals in their habitats. Observe closely and use my observations to answer question - what conditions do woodlice prefer? Identify that most living things live in a habitat to which they are suited. Construct a simple food chain. Key Vocabulary Alive, dead , living , habitat , microhabitat, conditions , adapted, food chain, omnivore, herbivore, carnivore, animal, adaptation , features, suited, nutrition, human, reproduction, movement, differences, similarities, respiration, growth, prefer, plant, sensitivity, survive, ocean , woodland, forest, jungle , savanna, desert, mountain, compare	Describe how animals survive in different seasons Enquire how living things change throughout the year Key Vocabulary Cold, frost, heat, long, month, short, snow, storm, year, classify, compare, event, explain, freeze, human, identify, natural, observe, weather, deciduous, evergreen, sunrise, sunset, winter	one material Distinguish between an object and the material it is made from Identify and describe the properties of materials and sort them into groups Investigate the properties of different materials Design a protective covering for Humpty Dumpty from my knowledge of materials Key Vocabulary Bend, hard, press, rough, smooth, soft, squash, stretch, stretchy, twist, flexible, fragile, human, material, natural, object, observation, property, protect, record, results, rigid, suitable, unsuitable, design, opaque, transparent, waterproof	Observe and describe how seeds grow into mature plants Identify what plants need to grow and stay healthy Identify where plants will grow. Explain the life cycle of plants Key Vocabulary Plant, tree, flower, roots, stem, leaf, seed, bulb	Explain that animals, including humans, have offspring that grow into adults Gather and record information on do we all grow the same Describe the importance for humans to eat the right amounts of different types of food Describe the importance for humans to have good hygiene Describe the importance for humans to look after themselves Key Vocabulary Basic needs,diet, exercise, hygiene, illness, medicine, offspring, seven basic needs, survive
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Computing:	Computing:	Computing:	Computing:	Computing:	Computing:
Evolve (E-Safety) to be revisited each lesson.					
Using Technology Categorise, discuss, and talk about control technology and new technologies' and understand how to use them (e.g. TV remote, kettle, traffic lights/lpad, mobile phone, digital camera). Select the appropriate program by finding and retrieval through the school network (BuysThings/J2E). Use keyboard skills to type a simple username and password into a given program (e.g. School 360 login). Observe how to then save their work to a folder and retrieve it when needed (JIT5 folder function). Observe and understand how to edit and copy information using a variety of media (e.g. backspace, copy with right click, paste with left click – JIT5).	E Safety Observe and evaluate websites and know that everything on the internet is not true (e.g. Wikipedia). Categorise the differences between websites, explore different given websites. Recognise that most technology devices have access to the internet, scavenger hunt in school, sort in class bar chart (internet, no internet). Classify what 'personal information' is and why it should not be shared online (safe and not safe sort). Observe and follow the school's safer internet rules, discuss why they are in place.	Data retrieving and organising Classify and collect information from the class (10 peers), enter information into a template to make a graph (bar chart – favourite food). Observe patterns and answer questions relating to a graph (bar chart). Categorise information by producing simple graphs using ICT, (Pictogram JIT5).	Communicating and presenting Classify how to send group email in a controlled environment and reply, using school 360. <u>Draw an on-screen image:</u> Select hot to draw on screen image using Jit5. Can record people's voices as a voice over by explaining picture using microphone. <u>Make Presentation J2Office PowerPoint (cross curricular link):</u> Create a basic presentation (add slide, change background). Classify how to use the simple functions of a (font, size, colour). Select and add images and clip art images. Select cut, copy and paste on to a document.	E Safety Select how to act if they find inappropriate content online by evaluating different scenarios. Categorise and understand the term 'web address', explore meaning and parts (e.g..co.uk). Observe how to use the internet safely for learning and communicating with others, with links to current social medias (e.g. roblox, tictok, snapchat etc). Can email safely as a class using school 360.	Algorithms and programs Select instructions to move around a course and create a series of instructions for others to follow and begin to develop computational thinking. Explore floor turtles (beebots), combining sequences of instructions to follow a pattern or create a shape. Observe that commands affect algorithms. <u>Scratch:</u> Explore a simulation as class to support a given topic and talk about what happens and why (flight simulator).

			Observe, capture & download images from a camera/device.		
Recall how to use of a wide range of technology, exploring iPads, cameras, desktop, laptop, beebot. Classify and describe how a wide range of technology works in a variety of different contexts (e.g. school, home). Speculate why a piece of technology is for a particular purpose and communicate this, using scenarios. Sequence the steps independently to save their work to a folder and retrieve it when needed (JIT5 folder function). Sequence the steps and understand how to edit and copy information using a variety of media (e.g. capital letter, cut). Film short scenes & edit with others about why technology is important using iPads.	Recall and follow the school's safer internet rules and speculate why they are in place. Compare and contrast websites and know that everything on the internet is not true (e.g. Wikipedia). Can recognise that there are other people on the internet and give reasons why this affects how they should use it. Recall how to act if they find inappropriate content online, by comparing different scenarios. Reason and explain why a trusted adult must be told if someone they don't know tries to contact them on the internet, explore the meaning of 'trusted adult' (e.g. teacher, parent, siblings, postman, doctor).	Contrast presenting data in different ways (JIT5 – bar chart, line graph). Classify information from a branching database to answer questions, provided by teacher (Who did it investigation). Reason why it is necessary to amend teacher prepared graphs (make on JIT5, move into shared files so children can edit in pairs).	Speculate why email is used beyond school, discuss purposes (work, social, advertising, phishing, viruses). Sequence and follow steps to send individual email in a controlled environment and reply using school 360. Compare speed over time when typing and use a simple document with increasing control. (Time trial typing, who will win?). <u>Make a Poster J2Office Writer (cross curricular link):</u> Recall word process work, changing the font, font size, colour. Classify how to cut, copy, and paste an image, text box, word art and clipart onto a document. <u>Make Presentation J2Office PowerPoint (cross curricular link):</u> Sequence and follow steps to produce an interactive presentation using a range	Speculate why they should only open an email from someone they know, exploring phishing emails and viruses. Recall how to send and receive emails safely, supported in pairs. Recall reasons why passwords should not be shared by discussing purposes of passwords and what they protect from others (school and home links). Speculate how to use the internet safely for learning and communicating with others, with links to current social medias (e.g., ROBLOX, TikTok, snapchat etc). Compare and contrast advertising on different websites and learn to ignore it, speculating purpose of advertising using evidence. <u>JIT Coding:</u> Sequence instructions to navigate an on-screen turtle around a course or grid and/or draw shapes by inputting a sequence of instructions. Compare and contrast how an on-screen turtle and a floor turtle can be directed using text. <u>Scratch:</u> Classify the effects of changing variables in simulations and enter information into a basic computer simulation (teacher made code scratch) Reason and discuss the benefits of using these simulations (teacher made code scratch, flight simulator).	

			of media? (e.g., slide transitions and effects). Classify how to cut, copy, and paste an image, text box and clipart onto a PowerPoint. Compare and contrast the effectiveness of the format of their text to refine and improve (e.g., underline, italics, bold).	Compare and contrast the use of simulations as a group and compare with reality (flight simulator).	
RE:	RE:	RE:	RE:	RE:	RE:

Expected Outcomes (End of Year 2)

Knowledge and Understanding

- Recognise and recall key stories, beliefs and practices from the religions studied, including Christianity and at least one other religion (such as Islam or Judaism).
- Identify special people, places, books, times and objects that are important to believers.
- Retell religious stories and talk about what they show about beliefs and values.
- Recognise that people belong to different religions and have different beliefs.

Thinking and Enquiry

- Ask simple questions about religious stories, beliefs and practices.
- Explore religious ideas through stories, artefacts, pictures, drama and visits.
- Begin to say why certain things are important to religious people.
- Notice similarities and differences between their own experiences and those of others.

Reflection and Personal Response

- Talk about their own ideas, feelings and experiences in response to religious stories and themes.
- Identify values such as kindness, honesty and forgiveness found in religious teachings.
- Show curiosity and interest in how people live out their beliefs.
- Demonstrate respect for people with different beliefs and ways of life.

Skills and Communication

- Use simple religious words and phrases correctly.
- Communicate their ideas through talk, drawing, writing, role play and creative activities.
- Listen carefully to others and take turns when sharing ideas.
- Work cooperatively with others when exploring religious questions.

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Our Wonderful World	Why do Christians give gifts at Christmas?	Special Books	What did Jesus teach us?	What do Hindus celebrate?	What do Muslims celebrate?
Identify things that make our world special	Discuss experiences of giving and receiving presents and consider what makes a present precious	Consider and explore what makes books important and special	Explore the life of Jesus	Explore what Hindus believe	Explore the Islamic New Year and what is commemorated during it
Explore the Jewish, Christian and Islamic creation stories	Explore the story of Jesus' birth	Explore which books are special for different religions	Identify what a parable is and explore the parable of the lost son	Explore special occasions in a Hindu childhood	Explore the Day of Ashurs
Explore the Hindu creation story	Consider a gift a Christian might give to a baby	Explore what is the special book for Jewish people	Explore the parable of the good Samaritan	Explore what happens at a Hindu wedding	Explore Mawlid al-Nabi and why Muslims celebrate the Prophet Muhammad's birthday
Explore different accounts of the creation of the sky and Heaven	Consider presents	Explore what is the special book for Christian people	Investigate and identify what Jesus taught at the Sermon on the Mount	Explore the hindu festival of Divali	Explore Ramadan
Explore different				Explore the Hindu	

accounts of the creation of plants Explore different religious accounts of how animals and people were created	that can be given that you can't see such as kindness, friendship and love Explore the christian belief that Jesus is God's gift to the world	Explore what is the special book for Muslim people	Explore what we can learn from the actions of Jesus Summarise what Jesus has taught people	festival of Raksha Bandhan Explore the Hindu festival of Ganesh Chaturthi	Explore Eid al-Fitr Explore the Hajj
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Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Why is the Torah special?	Christian Rites of Passage	What do Sikhs believe?
Investigate about leaders in school and what they do	Consider what we celebrate and how we celebrate	Understand how Siddhartha Gautam came to be known as 'the Buddha'	Explore what Judaism is and what Jews believe	Understand what a rite of passage is	Explore Sikhs and how Sikhism began
Understand the challenges of being a leader and why leaders are important	Recall the key events and characters of the Christmas Story and be able to recall in variety of ways	Recognise Buddhist symbols which explains why Buddha was special	Explore how the Torah began on Mount Sinai	Understand what happens at a Baptism ceremony	Explore what being equal means to a Sikh
Investigate about religious leaders and their special books	Explore how Christians celebrate Christmas	Explain the meaning of a Buddhist parable	Explore how the Torah is used by Jews today	Explore what the Holy Communion is and why it is important to Christians	Investigate why Sikhs meditate
Understand the importance of global religious leaders	Investigate how Christmas is celebrated by Christians around the world	Explain what Buddha taught Buddhists about how to live their lives	Explore some of the stories in the Torah and what they teach about God	Explore a Christian marriage ceremony	Explore why Sikhs believe people should work hard and live honestly
Investigate the names, clothing, places of worship, holy books and duties of local religious leaders	Recap and summarise the learning about Christmas	Recognise where and how Buddhists worship	Explore some of the laws in the Torah relation to food and eating	Explore the death and funeral ceremony of a Christian person	Explore why Sikhs believe people should share
		Understand how and why the life of the Buddha is celebrated during Vesak	Explore what the Torah teaches Jews about helping others		

Humanities	Humanities	Humanities	Humanities	Humanities	Humanities
History: Where did kings and queens live through time? <u>Chronology</u> Place events and some artefacts on a timeline. <u>Evidence and Interpretation</u> Observe or handle some evidence to ask questions about the past. <u>Cause and Consequence</u> Begin to explain why monarchs built castles and what the consequences of these actions were. <u>Change and Continuity</u> Describe changes and historical events <u>Similarities and Differences</u> Compare the similarities and differences between different castles. <u>Historical Significance</u> Begin to talk about key events of a significant king/queen or castle.	Geography - Fieldwork - My local park <u>Place Knowledge (Place)</u> Understand that places can have meaning to people. <u>Locational Knowledge (Space)</u> Identify some key human and physical features of my local area. <u>Locational Knowledge (Scale)</u> Understand how my local park fits within my local area. <u>Physical and Human Geography (Processes)</u> understand human processes in my local area, including settlements and varied land use. Identify human and physical geographical features in my local area.	History: How did Florence Nightingale and Edith Cavell help to improve hospitals? <u>Chronology</u> Place events, artefacts and people on a timeline. Begin to use some dates where appropriate. <u>Evidence and Interpretation</u> Observe or handle evidence to ask questions and find answers to questions about the past. <u>Cause and Consequence</u> Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. <u>Change and Continuity</u> Describe changes and	Geography - Fieldwork - Where in the world do I live? <u>Place Knowledge (Place)</u> Understand that places can have meaning to people. <u>Locational Knowledge (Space)</u> Understand that the world has seven continents. Understand that the UK is split into countries and surrounding seas. <u>Locational Knowledge (Scale)</u> Understand how my local area fits within the United Kingdom. Understand how my classroom fits within the school. Understand how my school fits on the street. <u>Physical and Human Geography (Processes)</u> Identify seasonal and daily weather patterns in the UK. Identify how the weather varies around the world. Identify human and physical features	History - How have children's toys changed since our older relatives were little? <u>Chronology</u> I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. <u>Evidence and Interpretation</u> I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" <u>Cause and Consequence</u> I can discuss causes that lead to toys changing. <u>Change and Continuity</u> I can say which toys have stayed the same and which toys have changed over time. <u>Similarity and Differences</u>	Geography - Do our school grounds support plant life? <u>Place Knowledge (Place)</u> Understand that places can have meaning to people. <u>Locational Knowledge (Space)</u> Identify some key human and physical features of my local area <u>Locational Knowledge (Scale)</u> Understand how my local park fits within my local area. <u>Physical and Human Geography (Processes)</u> Understand human processes in my local area, including settlements and varied land use. Identify human and physical geographical features in my local area.

	<u>Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to answer geographical questions. Use directional language to describe a route. Name and use cardinal directions. Devise a simple, messy map. Collect and record simple data. Present simple data in a chart	the historical events they led to. <u>Similarities and Differences</u> Use pictures, stories and film footage to find out about the past. Identify some of the different ways the past has been represented. <u>Historical Significance</u> Describe significant people and events from the past and explain why they are important		I can compare toys using pictures from the past and present. <u>Historical significance</u> I can name a significant toy from the past.	<u>Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to answer geographical questions. Use directional language to describe a route. Name and use cardinal directions. Devise a simple, messy map. Collect and record simple data. Present simple data in a chart.
History – Local (Grace Darling) <u>Chronology</u> <u>Evidence and Interpretation</u> <u>Cause and consequence</u> <u>Change and Continuity</u> <u>Similarities and Differences</u> <u>Historical Significance</u>	History - How has technology changed over the last 60 years? <u>Chronology</u> Place events and artefacts on a timeline. <u>Evidence and Interpretation</u> Observe or handle some evidence to ask questions and find answers to questions.	Geography - What are the similarities and differences between my town and Tulum, Mexico? <u>Place Knowledge (place)</u> I can understand that places can have meaning to people. <u>Locational Knowledge (Space)</u>	History - Where have humans explored? <u>Chronology</u> I can place explorative events on a timeline. <u>Evidence and Interpretation</u> With support, I can use evidence of explorers lives to ask questions about the past. <u>Cause and consequence</u>	History - How did the Great Fire change London? <u>Chronology</u> I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate. <u>Evidence and Interpretation</u> I can observe or handle evidence to ask questions	Geography - Fieldwork - How can we record and measure different weather phenomena? <u>Physical and Human Processes</u> I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth.

	<u>Cause and Consequence</u> Explain some reasons why certain technology was manufactured. <u>Change and Continuity</u> Describe how technology has changed and how it has continued over time. <u>Similarities and Differences</u> Use pictures and film footage to find out about technology in the past compared to now. <u>Historical Significance</u> Describe and begin to talk about key events of a significant person/time.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas. <u>Locational Knowledge (Scale)</u> I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country. <u>Physical and Human Geography (Physical and Human Processes)</u> I can understand that the Poles and equator impact the climate on	I can discuss the causes of exploring and what we found out from exploration. <u>Change and Continuity</u> I can describe changes over a period of time. <u>Similarities and Differences</u> I can use pictures and stories to find out about the past and compare different explorations. <u>Historical Significance</u> I can name significant explorers from the past.	and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). <u>Cause and consequence</u> I can explain the causes of the Great Fire of London and what the consequences were. <u>Change and Continuity</u> I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. <u>Similarities and Differences</u> I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. <u>Historical Significance</u>	I can identify hot and cold areas of the world in relation to the poles and the equator. <u>Geographical skills and fieldwork</u> I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.
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		Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. <u>Physical and Human Geography (Cultural Awareness and Diversity)</u> I can understand the similarities and differences between my country and other countries. <u>Geographical Skills and Fieldwork</u> I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and		I can describe significant people from the past and explain why they are important. I can name a monarch.	
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		directional language. I can describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography.			
Art	Design & Technology:	Art	Design & Technology:	Art	Design & Technology:
<u>Sculpture:</u> Why do sculptors sculpt? <u>Clay Techniques</u>	<u>Mechanisms</u> Making a moving Story Book	<u>Chromatic:</u> Does abstract art mean anything? <u>Colour Theory</u>	<u>Textiles</u> Puppets Join fabrics together using pins, staples or glue.	<u>Monochromatic:</u> What is drawing? <u>Drawing skills</u> Know how to use a pencil.	<u>Cooking and nutrition</u> Smoothies Describe fruits and vegetables and explain how to identify fruits.

Know what clay is and where it comes from. Shape clay into balls, slabs and coils. Imprint into clay with different objects. <u>Colour Theory</u> Identify and mix the three primary colours to make secondary ones. <u>Elements of Art</u> Begin to understand the meaning of texture. <u>Tools</u> Control a small paintbrush. <u>Disciplinary Knowledge</u> Identify sculptures and non-sculptures. Know some of the reasons people make sculptures. Begin to understand how art can cause an emotional response. Evaluate each other's work, as well as our own <u>Theoretical Knowledge (Culture and Context)</u> Learn about the work of two craft makers and discuss responses to the work.	Identify whether a mechanism is a side-to-side slider and determine what movement the mechanism will take Clearly label drawings to show which parts of their design will move and in which direction Make a picture, which meets the design criteria, with parts what move purposefully as planned Evaluate the main strength and weakness of their design and suggest alterations	Identifying the 3 primary colours, and mixing to make secondary colours. <u>Elements of Art</u> Knowing the definition of line, shape, space and colour. <u>Tools</u> Learn the parts of a brush. Controlling a brush. How to rinse a brush between colours. Using acrylic paints. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Identifying abstract and realism paintings. Begin to understand how art can cause an emotional response. Know that art can have meaning. Consider some of the reasons that people create art. Describing abstract art. Beginning to evaluate our own art. Compare differences and similarities between artwork.	Design a puppet and use a template. Join their two puppets faces together as one Decorate a puppet to match their design.	Explore pressure and grip. <u>Elements of Art</u> Know the definition of line and shape. Begin to understand the concept of value. <u>Theoretical Knowledge</u> Learn about artists' work worldwide, knowing art can be displayed in galleries. <u>Disciplinary Knowledge</u> Consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response. <u>Vocabulary</u> Collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag	Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.
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<u>Vocabulary</u> ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D		<u>Theoretical Knowledge (Culture and Context)</u> Learning about the work of abstract painters. Know that some artists make art for different purposes. Know that art can be displayed in a gallery, a museum, a sketchbook or a home. Know that artists can come from all around the world. <u>Vocabulary</u> abstract, realism, acrylic, ferrule, toe, handle, bristle, dot, line, primary colour, curved, space, gallery, pattern, design			
<u>Monochromatic:</u> How can pattern be used in art? <u>Drawing skills</u> Revise the parts of a pencil. Control a pencil with increased precision. Learn to use a guide to keep drawings more precise. <u>Elements of Art</u> Know the definition of line, shape and space.	<u>Cooking and nutrition</u> Balanced Diet Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.	<u>Chromatic:</u> How can artists use colour? <u>Colour Theory</u> Revise primary and secondary colours. Identifying warm and cool colours. Identify complementary colours.	<u>Mechanisms</u> Making an moving monster Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions.	<u>Sculpture:</u> How have artists been inspired by castles? <u>Clay Techniques</u> Wedge clay to prepare it. Join using 'score and slip'. Create a relief design. <u>Colour Theory</u> Identify how to create grey and brown, using the three primary colours and white and black paint.	<u>Structures</u> Baby bear's chair Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure,

Explore how to use lines and space to create patterns. <u>Tools</u> Use scissors accurately and safely. Use glue appropriately.		Begin to recognise the colour wheel. Creating colour palettes. <u>Elements of Art</u> Revise parts of a brush. Controlling a paint brush for increased precision. Using acrylic paints. <u>Tools</u> Use a sketch to create guide lines for painting. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Consider how we feel about art and why people create art. Describing how colours may make people feel. Learning the differences between landscape, portrait and still life. Know that art doesn't have to be realistic. Evaluating our own work. <u>Theoretical Knowledge (Culture and Context)</u> Knowing where an artist lives can affect what they create.	Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.	<u>Elements of Art</u> Identify shapes in forms to support drawing a 3D object. <u>Tools</u> Control a paintbrush for increased precision. <u>Disciplinary Knowledge</u> Know that some sculptures have a practical purpose, while others are decorative. Evaluate artwork, focusing on dynamic responses and a reflection on the artistic process. Evaluate each other's work, as well as our own <u>Theoretical Knowledge (Culture and Context)</u> Learn about a ceramic factory and the work it produces. Know that art has been created throughout history and worldwide. <u>Vocabulary</u> column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D	following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable
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		Learning that artists do not have to directly create every piece of art that is attributed to them. Ted Harrison paints and then commissions serigraph prints to sell. Beginning to identify artists' work by recognising their style. <u>Vocabulary</u> rm, cool, contrast, complementary, elements, the colour wheel warm, cool, contrast, complementary, elements, the colour wheel			
Music:	Music:	Music:	Music:	Music:	Music:
Listening: 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.					
<u>Hey You!</u> How Pulse, rhythm and pitch works together	<u>Rhythm in the Way we Walk</u> Pulse, rhythm and pitch, rapping, dancing and singing.	<u>In the Groove</u> How to be in the groove with different styles of music.	<u>Round and Round</u> Pulse, rhythm and pitch in different styles of music.	<u>Your Imagination</u> Using your imagination.	<u>Reflect, Rewind and Replay</u> The history of music, look back and consolidate your learning, learn some of the language of music.

<u>Hands, Feet, Heart</u> South African music	<u>Ho, Ho, Ho</u> Festivals and Christmas	<u>I Wanna Play in a Band</u> Playing together in a band	<u>Zootime</u> <u>R</u> eggae and animals	<u>Friendship Song</u> A song about being friends	<u>Reflect, Rewind and Replay</u> The history of music, look back and consolidate your learning, learn some of the language of music.
PE:	PE:	PE:	PE:	PE:	PE:
Sportsmanship/Well-being: Encourage classmates to do well. Categorise rules that help them to play fairly.					
Health & Fitness: Describe how my body feels before, during and after an activity. Demonstrate how to exercise safely. Explore moving for longer periods of time and identify how it makes them feel.					
Gymnastics Perform balances tensing their body, stretching and curling. Observe and demonstrate control when performing different travelling movements. Select, plan and demonstrate a sequence of movements. Fundamental Movement Skills Evaluation & Improvement	Gymnastics Observe and demonstrate control when performing different rolls. Observe and explore shapes when jumping off apparatus. Use apparatus safely. Select, plan and demonstrate a sequence of movements. Evaluation & Improvement Observe and select what they like and dislike about a performance.	Dance Can copy and remember actions. Can copy dance moves. Can dance imaginatively. Games Controlling a ball with their feet Use dribbling to move with a ball. Explore changing direction to move away from a partner to help pass the ball. Explore tracking and moving to stay with a partner to make it more difficult for them to receive a ball.	Dance e with control and care. Can make up a short dance. Can change rhythm, speed, level and direction. Games Apply passing and receiving skills in games Can use hitting, kicking and/or rolling in a game. Can follow rules. Evaluation & Improvement Observe and select what they like and dislike about a performance. Suggest ideas what they would do differently.	Athletics Developing basic skills/techniques for running, jumping, throwing Can copy and remember actions. e with control and care. Can throw in different ways. Games - Tennis Throwing and catching a small ball Racket skills Can throw in different ways. Can use hitting and/or rolling in a game. Evaluation & Improvement	Athletics Further development of basic skills/techniques for running, jumping, throwing e with control and care. Can throw in different ways. Games - Tennis Hitting a ball with a racket Can hit a ball with a bat. Can follow rules. Evaluation & Improvement Observe and select what they like and dislike about a performance. Suggest ideas what they would do differently.

Observe and select what they like and dislike about a performance. Suggest ideas what they would do differently. Categorise what other people did. Identify how to improve.	Suggest ideas what they would do differently. Categorise what other people did. Identify how to improve.	Evaluation & Improvement Observe and select what they like and dislike about a performance. Suggest ideas what they would do differently. Categorise what other people did. Identify how to improve.	Categorise what other people did. Identify how to improve.	Observe and select what they like and dislike about a performance. Suggest ideas what they would do differently. Categorise what other people did. Identify how to improve.	Categorise what other people did. Identify how to improve.
Sportsmanship/Well-being: Understand the positive effect/impact of cheering for others and the negative effect/impact of booing. Recall rules and how to score points.					
Health & fitness: Demonstrate how to exercise safely. Compare and contrast how my how my body feels during different activities. Recall what my body needs to keep healthy. Demonstrate the ability to work for longer periods of time					
Gymnastics Perform rolls, balances and travelling movements with control and co-ordination. Demonstrate how different movements can be linked together smoothly. Demonstrate contrast in their sequences. Sequence a combination of balances, rolls and/or travelling movements following set criteria.	Gymnastics Can think of more than one way to create a sequence which follows a set of rules. Can work on my own and with a partner to create a sequence. Games Throwing and catching a large ball Can keep control of a ball and/or can use the correct	Dance Can copy and remember actions. Can dance with control and coordination. Can link some movement to show a mood or feeling. Games Controlling a ball with their feet Can keep control of a ball	Dance Can repeat and explore actions with control and coordination. Can change rhythm, speed, level and direction. Can make a sequence by linking sections together. Games Apply passing and receiving skills in games Can decide where the best place to be is during a game.	Athletics Developing basic skills/techniques for running, jumping, throwing Can copy and remember actions. Can repeat and explore actions with control and coordination. Can keep control of a ball and/or can use the correct underarm and overarm technique.	Athletics Further development of basic skills/techniques for running, jumping, throwing Can repeat and explore actions with control and coordination. Can keep control of a ball and/or can use the correct underarm and overarm technique. Games - Tennis Hitting a ball with a racket

Begin to link floor work and apparatus in sequences. Create and perform a sequence they can remember and repeat on their own and with a partner. Games Sending and receiving the ball Can keep control of a ball and/or can use the correct underarm and overarm technique. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.	underarm and overarm technique. Can stay in a 'zone' during a game. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.	Can decide where the best place to be is during a game. Can follow rules. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.	Can use one tactic in a game. Can follow rules. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.	Games - Tennis Throwing and catching a small ball Racket skills Can keep control of a ball and can use the correct underarm technique. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.	Can stay in a 'zone' during a game. Can use one tactic in a game. Can follow rules. Evaluation & Improvement Classify and critique the performance of self and team. Compare and contrast their own performance with that of others. Speculate how they and others can improve.
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:

Module: Keeping/Staying Safe Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of keeping/staying safe.</i> Module: Keeping/Staying Safe Topic: Road Safety Understand why it is important to stay safe when crossing the road. Recognise a range of safe places to cross the road. Know the reasons to make sure your laces are tied. Know rules to keep yourself and others safe. Identify trusted adults around you. Recognise a range of warning sign	Module: Keeping/Staying Healthy Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of keeping/staying healthy..</i> Module: Keeping/Staying Healthy Topic: Washing Hands Understand why we need to wash our hands. Practise washing our hands. Know the differences between healthy and unhealthy choices. Know that food is needed for our bodies to be healthy and to grow. Understand that some foods are better for good health than others. List different types of healthy food. Understand how to keep yourself and others healthy. Know the differences between healthy and	Module: Relationships Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of relationships..</i> Module: Relationships Topic: Friendships Understand how to be a good friend. Recognise kind and thoughtful behaviours. Understand the importance of caring about other people's feelings. Name a range of feelings. Understand the difference between appropriate and inappropriate touch. Module: Being Responsible Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of being responsible.</i> Module: Being Responsible	Module: Feelings and Emotions Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of feelings and emotions..</i> Module: Feelings and Emotions Topic: Jealousy Recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Understand that feelings can be communicated with and without words. Module: Computer Safety Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of computer safety.</i> Module: Computer Safety Topic: Online Bullying	Module: Our World Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of our world.</i> Module: Our World Topic: Growing in our World Recognise that people, plants and animals grow and change over time Identify simple things that help living things grow (e.g. water, food, care) Talk about how they have grown and changed since they were younger Describe ways people can look after plants, animals and the environment Show care and respect for living things Understand that everyone grows and develops at their own pace Explain why looking after our world is important	Module: Fire Safety Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of fire safety.</i> Module: Fire Safety Topic: Hoax Calling Recognise that emergency services are there to help people in real danger Understand that hoax calling is not safe or kind Identify when it is appropriate to call the emergency services Explain that hoax calls can stop helpers reaching people who need them Choose a responsible action when faced with a decision about making a call Know to tell a trusted adult if they are unsure or worried Show respect for people who help keep us safe
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	unhealthy choices.	Topic: Water Spillage Recognise problems and risks Understand how actions affect others Make safe, responsible choices Ask for help appropriately Show care for people and surroundings	To develop an understanding of computers, the internet and rules to keep safe. Understand how your online activity can affect others. Be able to identify the positives and negatives of using technology. Be able to recognise kind and unkind comments. Understand how your online actions can affect Others. Know the risks of sharing images without permission. Understand the types of images that you should not post online. Understand how your online activity can affect others.		
Module: Keeping/Staying Safe Topic: Tying Shoelaces Recognise that untied shoelaces can be unsafe Explain how tripping can cause accidents or injuries Identify when their shoelaces need tying Consider different choices and select one safe decision Follow through with the decision to stop and tie laces	Module: Keeping/Staying Healthy Topic: Healthy Eating Identify foods that help keep our bodies healthy Understand that eating a variety of foods is important Recognise that some foods are healthier than others	Module: Relationships Topic: Bullying Recognise and name a range of feelings. See a situation from another person's point of view. Understand why we should care about other people's feelings. See and understand bullying behaviours. Know how to cope with these bullying behaviours.	Module: Being Responsible Topic: Helping Someone in Need Identify situations where someone may need help Consider different ways to help and choose one sensible action Follow through with a chosen decision Explain how their actions can help or affect others	Module: Computer Safety Topic: Image Sharing Be able to identify the positives and negatives of using technology. Be able to list rules for keeping and staying safe. Be able to identify possible dangers and consequences of speaking to strangers online.	Module: Fire Safety Topic: Petty Arson Recognise that fire can be helpful but also very dangerous Understand that starting fires on purpose or playing with fire is unsafe Identify safe and unsafe choices in fire-related and road safety situations Choose one safe, responsible decision in a scenario

Show responsibility for their own safety Explain how making a safe choice helps prevent accidents Module: Keeping/Staying Safe Topic: Staying Safe Identify situations that could be unsafe Explain why some actions or choices are risky Consider different choices in a situation Choose one safe decision Follow through with the chosen safe action Show responsibility for their own safety Know when and how to ask a trusted adult for help Explain how their decision helps keep themselves and others safe	Explain how healthy food helps our bodies grow and have energy Make a sensible choice about what to eat Take responsibility for making healthy food choices Understand that treats are okay sometimes as part of a balanced diet Talk about how their food choices affect their health Module: Keeping/Staying Healthy Topic: Brushing Teeth Know how germs are spread and how they can affect our health. Understand why we need to brush our teeth. Practise brushing your teeth. Develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.	Module: Relationships Topic: Body Language Recognise feelings through body language Understand that actions communicate messages Use kind and respectful body language Respond appropriately to others Ask for help if unsure or unsafe Module: Being Responsible Topic: Practice Makes Perfect Explain why practising helps people improve skills Describe how effort and persistence can lead to success Recognise that different people learn at different speeds	Know when it is important to ask an adult for support Module: Feelings and Emotions Topic: Worry & Anger Be able to recognise and name emotions and their physical effects. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Recognise worry and anger Make and follow one safe decision to manage emotions Show care for self and others Ask for help when needed	Know how to keep safe in online chat rooms. Understand the difference between safe and risky choices online. Module: Our World Topic: Living and Working in Our World Describe different ways people live and work in their community Recognise that everyone has a role that helps our world work well Identify simple rules and routines that help people work together Consider different choices in a situation and select one sensible decision Follow through with a chosen decision Explain how their decision affects other people Show respect for people who live and work in different ways Know when to ask for help or advice from a trusted adult	Follow through with their chosen safe decision Explain how their decision helps keep themselves and others safe Know to tell a trusted adult if they are worried about unsafe behaviour Module: Fire Safety Topic: Texting While Driving Understand dangers of using a phone while driving Recognise unsafe behaviours Make and follow one safe decision Keep self and others safe Ask for help when needed
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