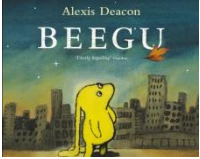

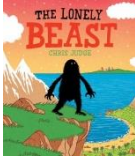


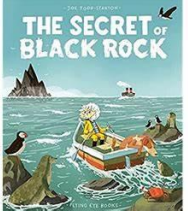


	Autumn		Spring		Summer	
	There's something out there	Street Detectives	The Scented Garden	Animal Survival	Lets Explore the World	Beachcombers
English	<p>Beegu By Alexis Deacon</p>  <p>Space poetry</p>	<p>Hansel and Gretel</p>  <p>Non-Fiction – Nocturnal woodland animals</p>	<p>The Lonley Beast by Chris Judge</p>  <p>Poetry</p>	<p>Little Red By Bethan Woolvin</p>  <p>Non-Fiction– Wolves</p>	 <p>Ratatouille Non-Fiction –China, France – Food</p>	<p>The Secret of Black</p>  <p>Non-Fiction – Dinosaurs</p>
Favourite5	<p>Favourite 5 Lubna and Pebble Look Up Rumpilstiltskin On The Way Home Meerkat Mail</p>	<p>The Jolly Christmas Postman The Town Mouse and Country Mouse Nuts Stickman The Adventures of the Dish and the Spoon</p>	<p>Click Clack Moo Lights on Cotton Rock The Owl and The Pussycat If I Had a Dinosaur What is in the egg?</p>	<p>The Way Home For Wolf Izzy Gizmo Felix After the Rain Cat in the Hat Somebody Swallowed Stanley</p>	<p>Barbara Throws a Wobbler George's Marvellous Medicine Little Red Reading Hood Puss In Boots Magic Paintbrush</p>	<p>Meesha Makes Friends A Mouse Called Julian Poems To Perform The Three Little Pigs and the Big Bad Book The girl and the dinasours</p>
Common exception words taught throughout	<p>SPaG: Recap on capital letters, full stops, 'and' and 'because', 's' and 'es' for plurals from Year 1. Verbs, adjectives, expanded noun phrases. Most able– introduce commas in list.</p>	<p>SPaG: Questions, tenses, expanded noun phrases. Most able– introduce commas in list and apostrophes of possession.</p>	<p>SPaG: Questions and exclamation sentences, suffixes – ing ,ed, er, est. Most able– commas in a list.</p>	<p>SPaG: Commands, questions, exclamations, contractions, subordination, suffixes Most able– commas, apostrophes of possession. Use prefix – un.</p>	<p>SPaG: Contractions, expanded noun phrases, subordination (when, if, that), suffixes & prefixes. Instructional writing: recipes</p>	<p>SPaG: All prior learning</p>

<p>Maths</p>	<p>White Rose Place value, addition and subtraction, shape</p>	<p>White Rose Place value, addition and subtraction, shape</p>	<p>White Rose Money, multiplication and division, length and height, mass, capacity and temperature</p>	<p>White Rose Money, multiplication and division, length and height, mass, capacity and temperature</p>	<p>White Rose Fractions, time, statistics, position and direction</p>	<p>White Rose Fractions, time, statistics, position and direction</p>
<p>Science</p>	<p><u>Animals incl. humans</u> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><u>Everyday materials</u> -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><u>Seasonal changes (on going)</u> -observe changes across the 4 seasons and compare weather in different parts of the world.</p>	<p>Living things and habitats <u>Plants</u> -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable temperature to grow and stay health</p> <p>LTI How do plants grow in winter? What's on your wellies?</p>	<p>Living things and habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited. Prehistoric landscapes.</p> <p>Describe how animals obtain their food from plants and other animals.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Recap of carnivore, herbivore, omnivore from Year 1</p>	<p>Animals including humans <u>Animals incl. humans</u> -Notice that animals, including humans, have offspring which grow into adults.</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Living things and their habitats</u> -Explore and compare the differences between things that are living, dead, and things that have never been alive (</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Everyday Materials Grouping/classification according to properties Appropriate materials for purpose</p> <p>Classification materials based on properties Experimenting with different materials Changing state of materials. Fair testing and variables.</p>	<p>Living things and habitats -Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>



Art		<p>Beginning to describe colours.</p> <p>Making lighter and darker tones of colour.</p> <p>Beginning to use and apply different techniques with tools.</p> <p>Overlapping and overlaying to create effects.</p> <p>Exploring variety of textures and properties of materials.</p> <p>Purposeful collage and exploring techniques.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p> <p>Discussing regular and irregular pattern work.</p> <p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p>		<p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p>Beginning to use and apply different techniques with tools.</p> <p>Beginning to describe colours.</p> <p>Experimenting with different forms of printing.</p> <p>Exposure to monoprinting.</p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p>	<p><u>Drawing:</u></p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p><u>Colour:</u></p> <p>Beginning to describe colours.</p> <p>Making lighter and darker tones of colour.</p> <p>Beginning to use and apply different techniques with tools.</p> <p><u>Form:</u></p> <p>Awareness of natural and man-made forms.</p> <p>Expression of ideas to shape and form from direct observation.</p> <p>Replicate patterns and textures based on work of other sculptors.</p> <p><u>Pattern:</u></p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p>	<p><u>Drawing:</u></p> <p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p> <p><u>Pattern:</u></p> <p>Discussing regular and irregular pattern work.</p> <p>Natural and manmade pattern work.</p> <p>Experimenting by arranging, folding and overlapping to make patterns.</p>
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<p>Design & Technology</p>	<p>Context inspired by wider environment and industry.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Prepare a simple dish hygienically and safely. Using an oven safely.</p> <p>Food preparation skills., Including chopping, slicing then developing year 1 knife skills to dicing and crushing . Developing rolling pin skills enabling dough to be even and a desired shape. Grating or tearing cheese.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand that some people in communities grow their own fruits and vegetables.</p>		<p>Prepare a simple dish hygienically and safely. Using a hob safely.</p> <p>Food preparation skills including, sifting flour, whisking eggs, mixing batter. Year 1 knife skills plus developed to refined</p> <p>Chopping, slicing and dicing fruit.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where the ingredients used come from. Year 1 skills (flour & eggs)</p>	<p>Context inspired by wider environment and industry.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	
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Geography	<p>Use basic geographical vocabulary to refer to key physical and human features of the setting in the text.</p>	<p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>Describe and compare simple weather patterns of hot and cold areas of the world.</p>	<p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom</p> <p>Use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.</p>	<p>Recap using simple compass directions to describe the location of features or a route on a map.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p>	<p>Recap locating the equator and the North and South Poles on a world map or globe.</p> <p>Recap describing and comparing simple weather patterns of hot and cold areas of the world.</p> <p>Recap describing and comparing the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Recap describing the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Visit to Rhy</p>
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History	<p>Key significant historical figures: Neil Armstrong Katherine Johnson Mae Jemison</p> <p>Placing artefacts or events on a timeline and giving reasons for their order.</p> <p>Use dates when talking about events and significant people from the past.</p> <p>Connect new learning about historically significant people to others that I have learnt about before.</p> <p>Choose a reliable source to find out about events or people from the past.</p>		<p>Key significant historical figure: Mary Anning</p> <p>Prehistoric landscapes (triassic, jurassic, cretaceous period)</p> <p>Visit to Think Tank</p> <p>Placing artefacts or events on a timeline and giving reasons for their order.</p> <p>Understanding how evidence is collected and used to make historical facts.</p> <p>Carry out research of a significant person.</p> <p>Talk about or create accounts of significant people from the past and what they did.</p> <p>Talk about similarities and differences between two different time periods.</p>	<p>History week Victorians</p> <p>Key significant historical figure: Florence Nightingale</p> <p>Visit to Black Country Museum</p> <p>Comparison of our own lives and people from Victorian times.</p> <p>Carry out research of a significant person.</p> <p>Choose a reliable source to find out about events or people from the past.</p> <p>Talk about or create accounts of significant people from the past and what they did.</p> <p>Explain why someone from the past acted in the way they did.</p> <p>Understand why Britain has a special</p> <p>Understand concepts such as nation, civilisation, monarchy, parliament, democracy, war and peace when learning about historical events.</p>	<p>History of the Ming Dynasty Art</p> <p>Talk about similarities and differences between two different time periods.</p> <p>Understand concepts such as nation, civilisation, monarchy, parliament, democracy, war and peace when learning about historical events.</p> <p>Choose a reliable source to find out about events or people from the past.</p>	<p>Key significant historical figure: Grace Darling RNLI</p> <p>Talk about significant people from the past and what they did.</p> <p>Talk about similarities and differences between two different time periods.</p> <p>Understand why Britain has a special history.</p> <p>Explain why someone from the past acted in the way they did.</p> <p>Choose a reliable source to find out about events or people from the past.</p>
RE	<p>Beginning to learn from Islam</p>	<p>A world of Festivals: Who celebrates what and why? Celebrations & Festivals – Diwali, Christmas</p>	<p>Beginning to learn from Islam</p>	<p>What does Easter mean to Christians? Symbols of the story</p>	<p>What does Easter mean to Christians? Symbols of the story</p>	<p>Questions that puzzle us</p>

PSHE	<p>My Happy Mind – Meet the brain Health and Wellbeing Ways to stay healthy Healthy eating Hygiene</p>	<p>My Happy Mind – Celebrate Relationships Friendships, types of families What makes a good friend How to resolve arguments</p>	<p>My Happy Mind – Appreciate Health and Wellbeing Ways to stay healthy Healthy eating Hygiene Online Safety</p>	<p>My Happy Mind – Relate Living in the wider world Rules and responsibilities, looking after the environment Florence Nightingale</p>	<p>My Happy Mind – Engage Communities Diversity Role sand responsibilities in the community</p>	<p>My Happy Mind Living in the wider world Aspirations for the future Money What skills people need for different jobs Money Week</p>
Computing	<p>Refine a search Share work digitally Open and send simple emails Identify the steps to keep personal information and hardware safe</p>	<p>Create a program with given design Design an algorithm with a timed sequence To debug simple programs</p>	<p>Make a quiz about a story or class topic. Make a fact file on a non-fiction topic. Make a presentation to the class.</p>	<p>Recreate art using different templates on 2Paint a Picture. Create original work inspired by the artists you have focussed on previously online.</p>	<p>Use yes/no questions to separate information Construct a binary tree to separate different items. Use a database to answer more complex search questions. Use the Search tool to find information.</p>	<p>Cut, copy and paste shortcuts on 2Calculate Use totalling tools To solve a simple puzzle To add and edit data in a table layout To use data to create a block graph</p>
Music	Ocarina	Ocarina	Charanga	Charanga	Charanga	Arabian Nights
PE	<p>Gymnastics Further develop movement skills including balance, agility and coordination. Extending their ability to perform simple gymnastic routines.</p>	<p>Dance Skills: Perform dance using simple movement patterns. Develop balance, agility and coordination.</p>	<p>Tag Rugby: Developing agility and co-ordination and apply these in team games. Participate in team games and develop simple tactics for attacking and defending.</p>	<p>Ball Skills: Become increasingly competent in dribbling, kicking and hitting skills. Participate in team games.</p>	<p>Tennis Develop balance and agility. Participate in team games and compete against themselves and others. (i.e. challenge the children to beat their own record.)</p>	<p>Outdoor Games: Activities related to Sports Day. Participate in team games in a range of challenging situations. Extend balance, agility and co-ordination. Develop basic movement skills. Running, jumping.</p>