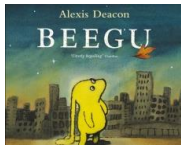

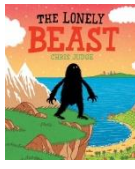


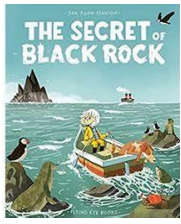


| | Autumn | | Spring | | Summer | |
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| | There's something out there | Street Detectives | The Scented Garden | Animal Survival | Lets Explore the World | Beachcombers |
| English |  Beegu By Alexis Deacon Space poetry |  Hansel and Gretel Non-Fiction – Nocturnal woodland animals |  The Lonley Beast by Chris Judge Poetry |  Little Red By Bethan Woolvin Non-Fiction- Wolves |  Ratatouille Non Fiction – France, China (Art focus) Food |  The Secret of Black Rock Non-Fiction - Dinosaurs |
| Favourite5 | Lubna and Pebble Look Up Rumpilstiltskin On The Way Home Meerkat Mail | The Jolly Christmas Postman The Town Mouse and Country Mouse Nuts Stickman The Adventures of the Dish and the Spoon | The Treasure Hunt Lights on Cotton Rock The Owl and The Pussycat Barbara Throws a Wobbler A mouse called Julian | The Way Home For Wolf Izzy Gizmo Felix After the Rain Cat in the Hat Somebody Swallowed Stanley | George's Marvellous Medicine Little Red Reading Hood Puss In Boots Magic Paintbrush Meesha Makes Friends | What is in the egg? Poems To Perform The Three Little Pigs and the Big Bad Book The Girl and the Dinosaur |
| 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. | Questions, tenses, expanded noun phrases. Most able- introduce commas in list and apostrophes of possession. | Questions and exclamation sentences, suffixes – ing ,ed, er, est. Most able- commas in a list. | Commands, questions, exclamations, contractions, subordination, suffixes Most able- commas, apostrophes of possession. Use prefix – un. | Contractions, expanded noun phrases, subordination (when, if, that), suffixes & prefixes. | All prior learning |
| Common exception words taught throughout | | | | | | |
| Maths | White Rose Place value, addition and subtraction, shape | White Rose Place value, addition and subtraction, shape | White Rose Money, multiplication and division, length and height, mass, capacity and temperature | White Rose Money, multiplication and division, length and height, mass, capacity and temperature | White Rose Fractions, time, statistics, position and direction | White Rose Fractions, time, statistics, position and direction |
| Science | <u>Animals incl. humans</u> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <u>Seasonal changes (on going)</u> -observe changes across the 4 seasons and compare weather in different parts of the world. | Living things and habitats Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats 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 | 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 | Animals including humans <u>Animals incl. humans</u> -Notice that animals, including humans, have offspring which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Everyday Materials <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. Grouping/classification according to properties Appropriate materials for purpose Classification materials based on properties Experimenting with different materials Changing state of materials. Fair testing and variables. | Living things and habitats -Identify and name a variety of plants and animals in their habitats, including microhabitats -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 |
| Art | | Beginning to describe colours. Making lighter and darker tones of colour. Beginning to use and apply different techniques with tools. Overlapping and overlaying to create effects. Exploring variety of textures and properties of materials. Purposeful collage and exploring techniques. Experimenting by arranging, folding and overlapping to make patterns. Discussing regular and irregular pattern work. Experiment with tools and surfaces. Draw a way of recording experiences and feelings. | | Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records. Beginning to use and apply different techniques with tools. Beginning to describe colours. Experimenting with different forms of printing. Exposure to monotyping. Discussing regular and irregular pattern work. Natural and manmade pattern work. Experimenting by arranging, folding and overlapping to make patterns. | <u>Drawing:</u> Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records. <u>Colour:</u> Beginning to describe colours. Making lighter and darker tones of colour. Beginning to use and apply different techniques with tools. <u>Form:</u> Awareness of natural and man-made forms. Expression of ideas to shape and form from direct observation. Replicate patterns and textures based on work of other sculptors. <u>Pattern:</u> Discussing regular and irregular pattern work. Natural and manmade pattern work. Experimenting by arranging, folding and overlapping to make patterns. | <u>Drawing:</u> Experiment with tools and surfaces. Draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records. <u>Pattern:</u> Discussing regular and irregular pattern work. Natural and manmade pattern work. Experimenting by arranging, folding and overlapping to make patterns. |

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| Design & Technology | | <p>Designing Gingerbread houses Context inspired by wider environment and industry. Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> | <p>Pizza Making Prepare a simple dish hygienically and safely. Using an oven safely. 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. Use the basic principles of a healthy and varied diet to prepare dishes Understand that some people in communities grow their own fruits and vegetables.</p> | | <p>Making ratatouille Prepare a simple dish hygienically and safely. Using a hob safely. Food preparation skills including, sifting flour, whisking eggs, mixing batter. Year 1 knife skills plus developed to refined Chopping, slicing and dicing fruit. Use the basic principles of a healthy and varied diet to prepare dishes Understand where the ingredients used come from. Year 1 skills (flour & eggs)</p> | |
| 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. Use simple compass directions to describe the location of features or a route on a map.</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. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom 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. 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. Recap describing and comparing simple weather patterns of hot and cold areas of the world. Recap describing and comparing the human and physical similarities and differences between an area of the UK and a contrasting non-European country. 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. 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. Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). 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. Visit to Rhyl</p> |
| History | <p>Key significant historical figures: Neil Armstrong Katherine Johnson Mae Jemison Placing artefacts or events on a timeline and giving reasons for their order. Use dates when talking about events and significant people from the past. Connect new learning about historically significant people to others that I have learnt about before. Choose a reliable source to find out about events or people from the past.</p> | | | <p>History week Victorians Key significant historical figure: Florence Nightingale Visit to Black Country Museum Comparison of our own lives and people from Victorian times. Carry out research of a significant person. Choose a reliable source to find out about events or people from the past. Talk about or create accounts of significant people from the past and what they did. Explain why someone from the past acted in the way they did. Understand why Britain has a special 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 Talk about similarities and differences between two different time periods. Understand concepts such as nation, civilisation, monarchy, parliament, democracy, war and peace when learning about historical events. Choose a reliable source to find out about events or people from the past.</p> | <p>Key significant historical figure: Grace Darling RNLI Talk about significant people from the past and what they did. Talk about similarities and differences between two different time periods. Understand why Britain has a special history. Explain why someone from the past acted in the way they did. Choose a reliable source to find out about events or people from the past. Key significant historical figure: Mary Anning Prehistoric landscapes (triassic, jurrasic, cretaceous period) Placing artefacts or events on a timeline and giving reasons for their order. Understanding how evidence is collected and used to make historical facts. Carry out research of a significant person. Talk about or create accounts of significant people from the past and what they did. Talk about similarities and differences between two different time periods.</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> |

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| PSHE (Jigsaw) | <p>BM (Being Me in My World) 'Who am I and how do I fit?'</p> <p>Health and Wellbeing Ways to stay healthy Healthy eating Hygiene</p> | <p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique.</p> <p>Relationships Friendships, types of families What makes a good friend How to resolve arguments</p> <p>Communities Diversity Role and responsibilities in the community</p> | <p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <p>Health and Wellbeing Ways to stay healthy Healthy eating Hygiene</p> <p>Online Safety</p> <p>Living in the wider world Aspirations for the future Money What skills people need for different jobs</p> | <p>HM (Healthy Me) Being and keeping safe and healthy.</p> <p>Living in the wider world Rules and responsibilities, looking after the environment</p> <p>Florence Nightingale</p> <p>Health and Wellbeing Ways to stay healthy Healthy eating Hygiene</p> | <p>RL (Relationships) Building positive, healthy relationships</p> <p>Communities Diversity Role and responsibilities in the community</p> <p>Relationships Friendships, types of families What makes a good friend How to resolve arguments</p> | <p>CM (Changing Me) Coping positively with change</p> <p>Living in the wider world Aspirations for the future Money What skills people need for different jobs</p> <p>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 | <p>Ocarina Perform songs 1 to 8 of 1-2-3 Ocarina Play to a half class audience</p> | <p>Ocarina Perform songs 9 to 14 of 1-2-3 Ocarina Play to another class audience</p> | <p>Ocarina Perform songs 15 to 20 of 1-2-3 Ocarina Play quietly and loudly (dynamics) Speed up when necessary (Tempo) Play to another year group audience</p> | <p>Ocarina Perform songs 21 to 28 of 1-2-3 Ocarina Play quietly and loudly (dynamics) Speed up when necessary (Tempo) Play to parents in a larger setting (the Hall)</p> | <p>Charanga Learn to Sing: Hands, Feet and Heart Play Instruments with the Song (using C and D) Improvise with the Song (using C and D) Compose with the Song Perform the Song and share their learning as they progress through the Unit of Work.</p> | <p>Arabian Nights Learning and memorising songs with rhythmic accuracy and correct words. Performing memorised songs, hand gestures to represent the words, and memorise dances based on the songs, dancing in unison with the group and in time to the music.</p> |
| 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> |