

**Newbold School Curriculum Map
Year 1-2 – 2021-2023 Cycle A/B**

CYCLE A (2021-2022)

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>On the Farm</i>	<i>Animals</i>	<i>Materials</i>	<i>Great Fire of London</i>	<i>Super Heroes</i>	<i>Our Earth</i>
Hook	<i>Trip to Rushall Farm</i>	<i>Life</i>	<i>Sea</i>	<i>Fire</i>	<i>Air - Trip to Kidzania</i>	<i>Earth</i>
Religious Education	<p>God's Promise to Save</p> <p>Lucifer's fall from Heaven The entrance of Sin/God's plan to save us Summary of Salvation</p>	<p>Judaism Jewish celebrations. Places of Worship. Importance of a synagogue.</p> <p>Christmas - The Promised Treasure God promised a plan to save this planet. Jesus was that promised treasure We are God's treasures - he love us so much</p>	<p>Easter- The Promise Kept (one week unit)</p> <p>Joseph - Learning to Trust Coat of many colours Joseph the Dreamer Sold to Slavery</p>	<p>Joseph - Trust is Tested Serving in Potiphar's House Made Prime Minister Reunion with his brothers</p> <p>Sikhism Key beliefs of Sikh religion. Revision of 3 key beliefs Comparison to Christianity and other world religions.</p>	<p>Trustworthiness - Promise-keeping friends Saul's conversion Paul's escape in a basket</p>	<p>The Bible - God's Words The Bible is a letter. God is writing to us. This is the way God tells us about himself. It is personal to each of us As I get to know him more I will trust him.</p>
English Core Text	<p>Core Fiction: The Tiger who came to Tea by Judith Kerr</p> <p>Oi! Get off our Train by John Burningham</p> <p>The Magic Bed by John Burningham</p> <p>Core Non-Fiction: The Favourite T-shirt and Clothes Animated Texts</p>	<p>Core Fiction: The Owl who was Afraid of the Dark by Jill Tomlinson</p> <p>Core Non-Fiction: The Great White Man-Eating Shark by Margaret Mahy</p>	<p>Core Fiction: Whales' Song by Dylan Sheldon and Gary Blythe</p> <p>The Dragon Machine by Helen Ward</p> <p>Core Non-Fiction: Thad Gets to the Moon</p>	<p>Core Fiction: The Baker's Boy and the Great Fire of London by Tony Bradman</p> <p>Recount unit to do with the GfOL</p> <p>Core Non-Fiction: The Sound Collector by Roger McGrugh</p> <p>Five Little Senses all in a Row by Andrew Fusek Peter</p>	<p>Core Fiction: <i>HfL traditional tales.</i></p> <p>Supertato by Paul Linnet and Sue Hendra</p> <p>Core Non-Fiction: Dear Greenpeace by Simon James</p> <p>Dear Zoo by Rod Campbell</p>	<p>Core Fiction: <i>Need a Take One Book to go here</i></p> <p>Core Non-Fiction: The Very Busy Spider by Eric Carle</p>

<p>Writing Genre and Purpose</p>	<p>Narrative: Stories with predictable phrasing <i>(to entertain)</i></p> <p>Labels, lists, captions <i>(to inform)</i></p>	<p>Information texts: on animals <i>(to inform)</i></p> <p>Poetry: Songs and repetitive poems to build vocab <i>(to entertain)</i></p> <p>Poetry: animal poems, structure rhyming couplets <i>(to entertain)</i></p>	<p>Narrative: Stories in familiar settings <i>(to entertain)</i></p> <p>Narrative: Tales from a variety of cultures <i>(to entertain)</i></p> <p>Instructions: for making a rocket <i>(to inform)</i></p>	<p>Recount: Samuel Pepys diary <i>(to inform)</i></p> <p>First person narrative from perspective of Baker's Boy <i>(to entertain)</i></p> <p>Poetry: vocab building, playing with language <i>(to entertain)</i></p>	<p>Traditional Tales: alternative tales to entertain <i>(to entertain)</i></p> <p>Modern fiction: Story writing inspired by the Evil Pea <i>(to entertain)</i></p> <p>Letters: to the zoo, endangered animals <i>(to inform)</i></p>	<p>Information texts on mini beasts, explanations <i>(to inform)</i></p> <p>Narrative innovating a story <i>(to entertain)</i></p> <p>Poetry: on a theme, read, write and perform free verse <i>(to entertain)</i></p>
<p>Grammar Y1</p>	<p>Capitals, Sentences, Proper Nouns, Common Nouns</p>	<p>Alphabetical Order a/an plurals pronouns Initial blends</p>	<p>Alphabetical order Verbs Conjugating Verbs Past tense Doubling Rule Future</p>	<p>Alphabetical Order Nouns Adjectives Final Blends Compound words</p>	<p>Alphabetical Order Verbs Adverbs Plurals Antonyms</p>	<p>Alphabetical Order Speech Marks Word Web Questions Revision</p>
<p>Grammar Y2</p>	<p>Alphabetical Order, Sentence Writing, Speech Marks, Questions, Commas in Lists, Exclamation Marks</p>	<p>Alphabetical Order Proper Nouns Adjectives Plurals –s and –es Possessive Adjectives Homophones</p>	<p>Alphabetical Order Sentences and verbs Adverbs Verb 'to be' (present) Regular Past Tense Irregular Past tense</p>	<p>Using a dictionary Proofreading sentences Verb 'to be' past Expanding a sentence Conjunctions Plurals –s -ies</p>	<p>Word webs Proofreading a Story Prefixes Apostrophe –s Contractions Preposition</p>	<p>Finding the meaning Suffix (ing) Suffixes (er) (est) Comparatives and Superlatives Interesting Words Commas in Speech Parsing</p>
<p>Phonics Y1</p>	<p>Yr1 sh, ch, th, ng, qu, ar</p>	<p>Short vowels, ff, ll, ss/zz, ck, y</p>	<p>Vowels, a_e, i_e, o_e, u_e, wh</p>	<p>Ay, ea, igh, y, ow, ew</p>	<p>Ou, ow, oi, oy, or, al</p>	<p>nk, er, ir, ur, au, aw</p>
<p>Phonics Y2</p>	<p>Silent b, silent w, silent k, wh for w, ph for f, ea for e</p>	<p>Soft c for s, Soft g for j, Wa for wo, ou for u, air for air, ch for k</p>	<p>Ai, ee, ie, oa, ue, k</p>	<p>er, oi, ou, or, ey for ee, ear for ear</p>	<p>Silent h, silent c, are for air, ear for air, ti for sh, si for sh and zh</p>	<p>ei and eigh for ai, o for u, ture, ie for ee, ore for or, le</p>

<p>Maths</p>	<p>1.Positional Language and Sequencing 2.Subitising – Leading to More and Fewer 3.Number Magnitude, Estimation and Comparison 4.Place Value – Making Ten(s) and Some More 5. Time – Estimating, Sequencing and Comparing</p>	<p>1.Additive Reasoning – the Understanding and Language of Operations 2.Part Whole 3. Equality and Comparison 4. Measures – Length, Height and Mass</p>	<p>1.Geometry 1 2. Regrouping to Add and Subtract 3. Strategy Choices for Addition and Subtraction 4. Problem Solving with Addition and Subtraction 5. Doubling and Halving</p>	<p>1.Multiplication – Counting, Multiples and Repeated Addition 2. Multiplication – Number of Groups, Group Size and Product 3.Division – Sharing and Grouping 4. Problem Solving with Multiplication and Division</p>	<p>1.Money 2.Fractions 3.Problem Solving – All Four Operations 4.Time – Turns and Telling the Time</p>	<p>1.Time – Drawing the Hands on a Clock and Intervals of Time 2.Measures and Reading Scales 3.Statistics 4.Geometry 2 5.Place Value with Larger Numbers 6.Calculation Review</p>
<p>Science</p>	<p>Animals, including humans</p> <p>Draw around body and label Compare features that are the same and different. Explore senses Parts of tongue and taste- taste new foods. Sight Test. Animals and smell Smell test. Order sounds Classify animals and animal groupings Animal X rays Compare and contrast animals How big and how small. Sort carnivore, herbivore and omnivore. Animal teeth</p> <p>Working Scientifically -</p>	<p>Seasonal Changes Identify 4 seasons Sort clothes according to season Season song. Autumn video Chromatography in leaves and pens. How are crystals formed experiment How snow is formed experiment What does winter feel like? Spring walk using ID sheet spotting signs of spring. Rain water collecting and measuring. Facts about the sun Dangers of looking at the sun. UV bead experiment. Additional UV oven/shadows Day and night seasons modelling using globe and torch. Identification of clouds</p>	<p>Everyday materials and their uses Sorting materials Recap materials Properties of materials Material hunt. That's not my books-find suitable materials. Astro nappy absorbency test. -Charles Macintosh. Make curtains for spaceship (transparent/opaque) Stretchy material test.</p> <p>Working Scientifically - asking relevant questions, performing simple tests</p>	<p>Materials extension units Sorting materials Recap materials Properties of materials Material hunt. That's not my books-find suitable materials. Astro nappy absorbency test. -Charles Macintosh. Make curtains for spaceship (transparent/opaque) Stretchy material test.</p> <p>Working Scientifically - asking relevant questions, performing simple tests</p>	<p>Plants Identify fruits and where they grow Observation of fruits and veg Growing potatoes. Order how seeds grow. What do plants need to grow? Plant diary Plant hunt in local environment. Identify parts of a plant. Plant dissection Plant modelling Leaf walk ID leaves using ID sheet and group leaves. Why do leaves fall off trees test. Deciduous vs evergreen.</p> <p>Working Scientifically - observing,</p>	<p>Climate and the weather Observing changes including weather and the length of the day</p> <p>Working Scientifically - observing, describing, comparing, grouping, using senses, draw diagrams, keep records</p>

	<p>observing, describing, comparing, grouping, using senses</p>	<p>Cloud in a jar experiment.</p> <p>Working Scientifically - observing, describing, comparing, grouping, using senses</p>			<p>describing, comparing, grouping, using senses, draw diagrams, keep records</p>	
<p>Geography</p>		<p>Our School</p> <p>Significant places in children's locality, Observation fieldwork skills of immediate surroundings, sense of place in relation to home & school, simple fieldwork observation skills - study school. location of features and routes on a map,</p> <p>follow directional vocabulary</p>	<p>Wonderful Weather</p> <p>Daily weather patterns, seasonal weather patterns, Weather Forecasting, dangerous/adverse weather, location of hot & cold areas of the world human/physical geography of a cold area of the world</p>			<p>Our Country</p> <p>Studying the human and physical geography in the context of the UK.</p> <p>identify four countries and capital cities of the UK, studying area in a contrasting non-European country in the context of comparing Brasilia with London.</p>

<p>History</p>	<p>Recent Past</p> <p>Everyday Life of our Parents and Grandparents</p> <p>1950s</p> <p>Victorian schools & Compare Queen Elizabeth with Queen Victoria</p> <p>(Remembrance Day)</p>			<p>Great Fire of London</p> <p>Comparing present-day London to the London of 1666, of comparing present-day living to 1666, finding out about the Great Fire of London and how it started, thinking of the ways London changed after the Great Fire, creating a newspaper report, describing the main events of the Great Fire.</p>	<p>What Makes Someone a Significant Person?</p> <p>Awareness of the lives of significant individuals in the past, Ibn Battuta, Matthew Henson, Felicity Aston, Neil Armstrong.</p>	
<p>Art</p>	<p>Self-portraits</p> <p>Pablo Picasso. Colours, Collage Portrait, Watercolour Backgrounds Fabric Faces</p>		<p>Investigating materials</p> <p>Sculpture with bread Sculpture with recycled materials of materials creatively to design and make products line, shape, form and space.</p>		<p>Colour Chaos</p> <p>Art and design techniques using colour, pattern, texture, line, shape, form and space in the context of making a collage from primary colours. Studying Piet Mondrian, Mark Rothko, Paul Klee. Jackson Pollock. Kandinsky</p>	
<p>DT</p>		<p>DT Food – sensational salads</p> <p>Where our food comes from. What makes a good salad? How to design a salad Review</p>		<p>DT Traditional Tales</p> <p>evaluate a range of existing products in the context of exploring existing moving books, Explore and use mechanisms, Design purposeful, functional and appealing products.</p>		<p>DT Fabric Bunting</p> <p>Design purposeful, functional and appealing products, use a range of tools to perform practical tasks (for example, cutting, shaping and finishing) Joining fabrics using running stitch.</p>

PSHE	It's my body – Looking after our bodies, safer choices to do with sleep, exercise, diet, cleanliness and substances.	Safety First – Dangers home/outside, keep yourself safe, rules around strangers real and online, the underwear rule, people who help, responsibility for safety	Digital Wellbeing – Being safe & responsible on the Internet. How the Internet is useful. Balance time online. Risks online –personal information. Kindness and respect online. Don't believe everything you see online.	VIP – Who are special people? Develop positive relationships. What makes someone a special person? Why families and friendships are important. How to resolve differences and build healthy and positive relationships.	Aiming High – Having high aspirations Positive views of themselves Positive learning attitude Goals for the future	Diverse Britain – We can have positive impacts on groups and communities. Identify that they belong to groups. Community and being a good neighbour. Looking after the environment. What it means to be British. Diversity and respecting differences.
Computing	Technology Around Us Technology in our classroom Using computer technology Developing mouse skills Using a computer keyboard Developing keyboard skills Use computer responsibly	Moving a Robot Buttons Directions Forwards and Backwards Four directions Getting there Routes	Digital Writing Exploring the Keyboard Adding and removing Exploring the tool bar Making changes to text Explaining my choices Pencil or keyboard	What is IT? What is IT IT in school IT in the world The benefits of IT Using IT safely Using IT in different ways.	Robot Algorithms Giving instructions Same but different Making predictions Mats and routes Algorithm design Break it down	Making Music How music makes us feel Rhythms and patterns How music can be used Notes and tempo Creating digital music Reviewing and editing music.
Music	BBC Bring The Noise Experimenting with your voice; pulse; rhythm Pulse; Rhythm; Playing as an ensemble.	BBC Bring The Noise Pulse; Rhythm; Playing as an ensemble. Pulse; Rhythm; Playing as an ensemble.	BBC Bring The Noise Pulse; Rhythm; Playing as an ensemble. Identifying instruments; Playing instruments; Pulse; Pitch	BBC Bring The Noise Body percussion; Exploring Sounds; Pulse; Singing Body percussion; Exploring sounds; Pulse and Rhythm; Reading music; Singing Playing instruments.	BBC Bring The Noise Body percussion; experimenting with your voice; pulse Dynamics; Pitch; Playing instruments	BBC Bring The Noise Exploring sounds; Identifying sounds; Pitch; Dynamics Lyric writing; Playing as an ensemble; Pulse; Singing. Pitch; Dynamics; Composing; Singing
French						

<p>PE 1</p>	<p>Attack and Defence Identify spaces for passing receiving a ball; defend a goal or space; indicate their intentions to teammates; attempt to invade defenders; identify areas in which they could improve</p>	<p>Moving in Different Ways Lift, carry and use gymnastic apparatus. Travel safely in different ways, They bounce, hop, hopscotch, gallop, skip, tiptoe and run, .jump safely. jump and roll into different shapes, put contrasting movements together, evaluating and improve their work.</p>	<p>Bat and Ball skills correct grip for a racket; balance a beanbag on their racket; show control when hitting a ball watch a partner and give feedback with support; cooperate with a partner to play a modified target game, hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; use a cricket bat to hit a ball towards a target; use a cricket ball to hit a ball along the ground.</p>	<p>Multi-Skills Catch and Throw roll a ball along a line or to a target, track it and pick it up as it slows down; use a simple overarm throw; use an underarm sling; catch a ball thrown by a partner, with two hands; throw a ball into a hoop; say how we could warm our bodies up before exercising, run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection.</p>	<p>Athletics track and field Running and Jumping Move at different speeds. Move along different pathways. Jump for height. Jump for distance. Jump in different ways. Perform a jumping sequence.</p>	<p>Athletics track and field long jump/running/throwing sprinting, egg and spoon race, sack race, target throwing, football race, obstacle race</p>
<p>PE 2</p>	<p>Circuit Training Move around obstacles, jump in different ways, balance when travelling, coordination when rolling a ball, combine skills, improve performance</p>	<p>Invasion Games Travel in different ways with control. travel with a ball in different ways. travel with a ball in different directions. pass the ball to another player. basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination.</p>	<p>Dance – Seasons Perform dances using simple movement patterns, improvise and create movements with a partner. show awareness of others when working in a group, understand mirroring, keep in time with a steady beat to perform a traditional style of dance. vary the shape and speed of movements to represent an object.</p>	<p>Gymnastics traditional Tales perform contrasting movements and balances. travel in different ways, control my body when jumping and rolling, can link movements, can cooperate effectively with a partner. create and perform a sequence with a clear beginning, middle and ending</p>	<p>Dance – Starry Skies dance with an object. use my body and an object to express an idea. can move in different ways. make different shapes with my body. I can make different shapes with others. can dance in different formations.</p>	<p>Yoga Stretch keeping balanced; repeat the yoga sequence with minimal support use a full range of movements; adapt yoga poses to their own needs, balance on one leg; create a short sequence of yoga poses; demonstrate a yoga pose to the class; breathe smoothly.</p>

<p>Forest School</p>	<p>Tools Safety Rules of Forest School Plant and Animal Identification.</p> <p>Year 1 - Use secateurs safely to cut sticks into specific lengths.</p> <p>Year 2 - Use loppers to create something from natural materials.</p> <p><i>Whole School Forest Session.</i></p>	<p>Fire Team building and woodland craft.</p> <p>Year 1 - Collect different types of firewood.</p> <p>Year 2 - Recall the fire rules and get a spark with the flint and steel.</p>	<p>Knots Homes for Nature Habitats Spring Watch</p> <p>Year 1 - Clove hitch - Create a wand.</p> <p>Year 2 - Square lashing Joining two pieces of wood together to create something from natural materials.</p> <p><i>Whole School Forest Session.</i></p>	<p>Nature Observing changes including weather and the length of the day (identification & senses)</p> <p>Human Impact Litter Collection Protection of local species.</p> <p>Year 1 - Discuss the seasons and changes. Identify three mini beasts and begin to look at habitats</p> <p>Year 2 - Identify three trees/plants in Forest School.</p>	<p>Craft Environmental Protection Plant/animal watch Summer.</p> <p>Year 1 - Create a woodland sculpture.</p> <p>Year 2 - Create a woodland sculpture.</p> <p><i>Whole School Forest Session.</i></p>	<p>Connection Spring/Summer Craft Summer stories Trees and Hide and Seek.</p> <p>Year 1 - Be quiet and listen for 1 minute. What nature do you notice?</p> <p>Year 2 - Be quiet and listen for 2 minutes. What do you hear, see and smell?</p>
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(PLEASE FIND CYCLE B AFTER THE PAGE BREAK BELOW)

CYCLE B (2022-2023)

<u>CYCLE B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	Life cycles	Seasons & Celebrations	Habitats	Toys	Changes	Seaside
Hook	School Trip Woolley Firs					School Trip - Seaside
Religious Education	<p>Salvation-Son-Seeker Safari Our God is Generous , he gives us many gifts. He is worthy of our Praise - let's have a party and celebrate him!</p> <p>Hinduism How do Hindu's show care Places of Worship Diwali</p>	<p>Christmas - Thank you Jesus Our response to God's wonderful gift is to worship him</p>	<p>Buddhism The Buddha How do Buddhists show care Places of Worship</p> <p>Jesus Protects Jesus walks on Water Jesus calms the storm</p> <p>Jesus Provides (The Good Shepherd) Fishers of men Jesus Feeds the Multitude (5000) Breakfast on the Beach</p>	<p>Jesus Heals (The Good Shepherd) Jairus' daughter is healed The Centurion's Faith The Woman bent over double</p> <p>Easter - God provides the One (one week unit)</p>	<p>Islam Islamic beliefs The five pillars of Islam Places of worship</p> <p>God Provides a Church The role of Ellen White in the building of the Church</p>	<p>The Bible - Who Wrote the Bible? Who were the Holy men? A lot of different people - a King, a Shepherd, a priest ...</p>

<p>English Core Text</p>	<p>Not Now Bernard by David McKee</p> <p>Oscar Got the Blame by Tony Ross</p> <p>Croc and Bird by Alexis Deacon</p> <p>Beegu by Alexis Deacon</p> <p>The Lonely Sea Monster, Hamilton Animated Tale</p> <p>I Love Whales and Dolphins, first facts and pictures by Steve Parker,</p> <p>I Love Sharks, first facts and pictures, by Steve Parker</p>	<p>Mister Seahorse by Eric Carle. Puffin Books</p> <p>Animals and Their Young, How Animals Produce and Care for Their Young by Pamela Hickman and Pat Stephens <i>Taken from: Poems for the Very Young</i></p> <p>Oliver Twist page 24</p> <p>Jump or jiggle page 16</p> <p>The Works chosen by Paul Cookson</p> <p>The Works 3 chosen by Paul Cookson, The Works 6 chosen by Pie Corbett</p>	<p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury, Egmont,</p> <p>The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith, Puffin,</p> <p>The Three Little Monsters by Ruth Merttens. Hamilton</p> <p>The Crocodile Who Didn't Like Water by Gemma Merino, Macmillan Books</p> <p>The Dark by Lemony Snicket</p> <p>I Want My Hat Back by Jon Klassen</p> <p>Tom Has Feelings by Ruth Merttens. Shh!</p> <p>We Have a Plan by Chris Haughton</p> <p>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p>	<p>Oh No, George By Chris Haughton</p> <p>Switching on the Moon: A very first book of bedtime poems</p> <p>Switching on the Moon</p> <p>Read Me First Chosen by Louise Bolongaro</p> <p>The Works Chosen by Paul Cookson</p> <p>Cat's List Poem by Ruth Merttens.</p>	<p>Traditional Tales from other cultures.</p> <p>Three Little Pigs</p> <p>James Vance Marshall and Francis Firebrace Stories from the Billabong (2010) Frances Lincoln</p> <p>Eric Maddern and Adrienne Kennaway The Rainbow Bird (1996) Frances Lincoln</p> <p>Michael Morpurgo and Christian Birmingham Wombat goes Walkabout (2000)</p> <p>Andrew Fusek Peters and Anna Wadham Dingo Dog and the Billabong Storm (2009) Child's Play</p> <p>Chicken's Bad Dream by Ruth Merttens,</p> <p>Boris and Sid Go Camping by Ruth Merttens, Alexander and the Terrible, Horrible, No</p>	<p>It's a book by Lane Smith</p> <p>Owl Babies by Martin Waddell, Walker Books, ISBN - 9780744531671</p> <p>Owls (Usborne Beginners) by Emily Bone ISBN - 9781409530664</p> <p>Dusk until Dawn by Martin Bradley, Ceratopia Books, ISBN - 9780954279134</p> <p>Read Me Out Loud! Chosen by Nick Toczek and Paul Cookson (2007) Macmillan</p> <p>Desirable: The Works: Every poem you will every need Chosen by Paul Cookson (2010) Macmillan</p>
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Writing Genre and Purpose	<p>Fiction: Stories in familiar settings <i>(to entertain)</i></p> <p>Fiction: Fantasy <i>(to entertain)</i></p> <p>Non Fiction: Labels, Lists and posters <i>(to inform)</i></p>	<p>Non Fiction: Information Texts <i>(to inform)</i></p> <p>Poetry: Silly Poems <i>(to entertain)</i></p> <p>Poetry: List Poem <i>(to entertain)s</i></p>	<p>Fiction: Traditional Tales <i>(to entertain)</i></p> <p>Fiction 2: Stories about feelings <i>(to entertain)</i></p> <p>Non Fiction 1: Instructions, Lists <i>(to inform)</i></p>	<p>Non Fiction 2: Recounts <i>(to inform)</i></p> <p>Poetry 1: Bedtime Poems <i>(to entertain)</i></p> <p>Poetry 2: Poems with elements <i>(to entertain)</i></p>	<p>Fiction 1: Traditional Tales, other cultures <i>(to entertain)</i></p> <p>Fiction 2: Humorous Stories <i>(to entertain)</i></p> <p>Non Fiction 1: Letters and Books <i>(to inform)</i></p>	<p>Non Fiction 2: Information Texts Owls <i>(to inform)</i></p> <p>Poetry 1 Poems to say out loud <i>(to entertain)</i></p> <p>Poetry 2 A study of a poet: Milligan <i>(to entertain)</i></p>
Grammar Y1	<p>Capitals, Sentences, Proper Nouns, Common Nouns</p>	<p>Alphabetical Order a/an plurals pronouns Initial blends</p>	<p>Alphabetical order Verbs Conjugating Verbs Past tense Doubling Rule Future</p>	<p>Alphabetical Order Nouns Adjectives Final Blends Compound words</p>	<p>Alphabetical Order Verbs Adverbs Plurals Antonyms</p>	<p>Alphabetical Order Speech Marks Word Web Questions Revision</p>

Grammar Y2	Alphabetical Order, Sentence Writing, Speech Marks, Questions, Commas in Lists, Exclamation Marks	Alphabetical Order Proper Nouns Adjectives Plurals –s and –es Possessive Adjectives Homophones	Alphabetical Order Sentences and verbs Adverbs Verb 'to be' (present) Regular Past Tense Irregular Past tense	Using a dictionary Proofreading sentences Verb 'to be' past Expanding a sentence Conjunctions Plurals –s -ies	Word webs Proofreading a Story Prefixes Apostrophe –s Contractions Preposition	Finding the meaning Suffix (ing) Suffixes (er) (est) Comparatives and Superlatives Interesting Words Commas in Speech Parsing
Phonics Y1	sh, ch, th, ng, qu, ar	Short vowels, ff, ll, ss/zz, ck, y	a_e, i_e, o_e, u_e, wh	Ay, ea, igh, y, ow, ew	Ou, ow, oi, oy, or, al	nk, er, ir, ur, au, aw
Phonics Y2	Silent b, silent w, silent k, wh for w, ph for f, ea for e	Soft c for s, Soft g for j, Wa for wo, ou for u, air for air, ch for k	Ai, ee, ie, oa, ue, k	er, oi, ou, or, ey for ee, ear for ear	Silent h, silent c, are for air, ear for air, ti for sh, si for sh and zh	ei and eigh for ai, o for u, ture, ie for ee, ore for or, le

Maths	1.Positional Language and Sequencing 2.Subitising – Leading to More and Fewer 3.Number Magnitude, Estimation and Comparison 4.Place Value – Making Ten(s) and Some More 5. Time – Estimating, Sequencing and Comparing	1.Additive Reasoning – the Understanding and Language of Operations 2.Part Whole 3. Equality and Comparison 4. Measures – Length, Height and Mass	1.Geometry 1 2. Regrouping to Add and Subtract 3. Strategy Choices for Addition and Subtraction 4. Problem Solving with Addition and Subtraction 5. Doubling and Halving	1.Multiplication – Counting, Multiples and Repeated Addition 2. Multiplication – Number of Groups, Group Size and Product 3.Division – Sharing and Grouping 4. Problem Solving with Multiplication and Division	1.Money 2.Fractions 3.Problem Solving – All Four Operations 4.Time – Turns and Telling the Time	1.Time – Drawing the Hands on a Clock and Intervals of Time 2.Measures and Reading Scales 3.Statistics 4.Geometry 2 5.Place Value with Larger Numbers 6.Calculation Review
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<p>Science</p>	<p>Living things and habitats Sort, living, dead and never been alive. Sorting animals according to its biome. Exploring different biomes. Micro habitats and mini beast hunting. Completing tables for extraordinary creatures. Creating own creature and habitat. Food chain drama, draw food chains. <i>Working Scientifically - sorting and classifying, using charts, exploring questions, conducting research</i></p>	<p>Everyday materials and their uses Sort materials. Materials hunt. Materials drama and modelling, Silly materials. Comparing materials for 3 little pigs house. Humpty dumpty investigation- make a protective sleeping bag using best material. John Dunlop investigating bouncy materials.</p>	<p>Animals, including humans Matching animals with offspring. Lifecycles Using IT to answer questions Animal menus Investigating which exercises raise pulse rate. Investigating food groups and tasting foods. Sort foods according to group. Balanced diets, Links to art, children create art piece based on their food diaries. Hygiene and medicines- investigation into why soap is important. Children to design and create own microbe. Children to create their own soap or bath bomb. Germ investigation using bread. Recap learning. <i>Working Scientifically - observing, asking questions, suggesting ways to answer their questions</i></p>	<p>Animals, including humans Matching animals with offspring. Lifecycles Using IT to answer questions Animal menus Investigating which exercises raise pulse rate. Investigating food groups and tasting foods. Sort foods according to group. Balanced diets, Links to art, children create art piece based on their food diaries. Hygiene and medicines- investigation into why soap is important. Children to design and create own microbe. Children to create their own soap or bath bomb. Germ investigation using bread. Recap learning. <i>Working Scientifically - observing, asking questions, suggesting ways to answer their questions</i></p>	<p>Plants (growth & needs) Identify parts of the plant lifecycle of a sunflower and strawberry. Observing seeds and observational drawings. Classifying seeds. Seed hunt and identifying seeds. Conditions for growth, seeds from the kitchen Investigation into plant growth using different soils. Investigating bulbs and recording seed growth/germination. Conditions for growth experiment- cress. Evaluating test. Plants in different climates, how do plants adapt to their environment? Explore famous botanists. Outdoor learning- tree survey Evaluate learning. <i>Working Scientifically - observing, recording, setting up comparative tests</i></p>	<p>Plastic Pollution How is plastic made? Can plastic be recycled? How does plastic enter the ocean? What can we do about plastic pollution? Invent something that can help stop pollution. <i>Working Scientifically - observing, asking questions, suggesting ways to answer their questions</i></p>
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<p>Geography</p>	<p>Magical Mapping simple maps; use and construct basic symbols in a key, simple compass direction, locational directional language, Atlas Skills, seven continents and five oceans, aerial views, fieldwork and observational skills to study the geography of their school, Mapping our Oceans and Seas</p>		<p>Let's go to China Geographical similarities & differences UK/China, devise simple maps of China, compare what life is like China/UK), ask geographical questions in the context of China (Beijing), understand Chinese culture, different types of farming in China.</p>			<p>Beside the Seaside Vocab, in the context of coastal/ seaside locations, Features of the Seaside, geographical vocab human and physical features of coastal/seaside locations in past and present day, vocabulary human and physical features of seaside localities, world maps, atlases and globes to identify United Kingdom and its countries, in the context of coastal/island</p>
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<p>History</p>		<p>The Gunpowder Plot Guy Fawkes and his life. To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the Gunpowder Plot and the problems that the plotters tried to overcome</p>		<p>Toys Toys Today, toys from the past, identify similarities and differences between ways of life in different periods, finding out about Victorian toys, understanding how toys have changed over time.</p>	<p>Travel & Transport Changes within living memory how travel/ transport was different in the past. Viking longboats, History of Cars, George Stephenson and discussing how the invention of trains, history of flight and the Wright brothers' development of the aeroplane, Comparing the Past, Present and Future.</p>	
<p>Art</p>	<p>Lowry different practices and disciplines in the context of comparing works by LS Lowry, colours, perspective, buildings, figures and collage.</p>		<p>Landscapes and Cityscapes Landscapes using water colours, pastels, texture, Monet, Van Gogh and Metzinger.</p>		<p>Fabricating Paper weaving, Batik, making products in the context of weaving, dyeing, creating products in the context of dyeing a coaster.</p>	

DT		<p>DT Dips and Dippers where different foods come from, comparing different dippers. comparing different ingredients, making a Dip and Dipper. Plan my own appealing dip and dipper, healthy and varied diet, evaluate.</p>		<p>DT Pirate Packed Lunch Evaluate a range of existing products, To explore different materials, design a new product, use tools and equipment to make a product. To test a product, making improvements to my product.</p>		<p>DT Fabric Faces Evaluate a range of existing products, select a material and shape it, join fabrics together, use a template, create and follow a design criteria. follow my design carefully and use different tools to make my fabric face.</p>
PSHE	<p>Think Positive – recognise, accept, talk about feelings, manage emotions, think positively and calmly, good decisions and resilience, being</p>	<p>Growing Up – How we grow and change physically and emotionally, learn about their own and other’s bodies, gender stereotypes and different families, respecting their own</p>	<p>Be Yourself – being yourself can have a positive impact on mental health and emotional wellbeing. Appreciate individuality. Recognise emotions. Manage</p>	<p>Team – Teams work well together, develop successful collaborative working skills, importance of being kind, effects of bullying and teasing, what to do if you see bullying or if it</p>	<p>Money Matters – where money comes from, how it can be used, ideas of spending and saving money, keeping belongings and money safe, different things on offer when</p>	<p>One World – we can benefit from learning about different people in different places, explore own family life, home and school and compare these to other places in the world, relationship</p>

	<p>thankful, grateful and mindful.</p> <p>Philippians 4:8 Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable--if anything is excellent or praiseworthy--think about such things</p>	<p>and other's bodies, keeping their bodies safe and sharing feelings of life experiences.</p>	<p>uncomfortable feelings. How life changes impact us. Sharing feelings is good.</p> <p>Romans 12:6-7 We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; 7 if it is serving, then serve; if it is teaching, then teach;</p>	<p>happens to you, effective learning skills, good and bad choices.</p> <p>Ecclesiastes 4:9-10 Two are better than one, because they have a good return for their labour: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up. Nobody climbs Mount Everest alone.</p>	<p>they go shopping, identify the difference between what we want and what we need.</p> <p>Luke 14:28-30 – Suppose one of you wants to build a tower. Won't you first sit down and estimate the cost to see if you have enough money to complete it? For if you lay the foundation and are not able to finish it, everyone who sees it will ridicule you, saying, "This person began to build and wasn't able to finish."</p>	<p>between people and the environment, earth's resources and the importance of protecting the earth for ourselves and future generations.</p>
Computing	<p>Digital Painting Painting using computers Using shapes and lines Making careful choices Why did I choose that? Painting by myself Comparing computer art</p>	<p>Grouping Data Label and match Group and Count Describe an Object Making different groups. Comparing groups. Answering questions</p>	<p>Programming Animation Comparing tools Joining blocks Make a change Adding Sprites Project Design Follow my design</p>	<p>Digital Photography Taking photographs Landscape or portrait What makes a good photo? Lighting Effects Is it real?</p>	<p>Pictograms Counting and comparing Entering data Creating pictograms What is an attribute? Comparing People Presenting Information</p>	<p>Programming Quizzes Scratch Junior Outcomes Using a design Changing a design Design and creating a program. Evaluating.</p>
Music	<p>BBC Bring The Noise Pitch; Dynamics; Composing; Singing Identifying sounds; experimenting with your voice; playing</p>	<p>BBC Bring The Noise Pulse & Rhythm; Composing; Performing; Body Percussion; Reading Music</p>	<p>BBC Bring The Noise Composing; Body percussion; Playing as an ensemble; Rhythm Pitch; Playing as an</p>	<p>BBC Bring The Noise Singing in an Ensemble; Working with rhythm, creating sounds and moving to music; Using voices expressively;</p>	<p>BBC Bring The Noise Pitch; Identifying and understanding instruments Pitch; Rhythm; Exploring sounds;</p>	<p>BBC Bring The Noise Reading music; Singing Exploring sounds; playing as an ensemble; dynamics.</p>

	musical instruments Rhythm; Exploring Sounds; Composing; Playing musical instruments	Lyric writing; Pulse Composing; Exploring Sounds; Playing in an Ensemble	ensemble; Reading music; Singing Listening carefully; Exploring Sounds;	Developing aural memory Dynamics; Playing as an ensemble; Singing; Pulse	Listening Pulse and rhythm; Singing; Experimenting with Sounds Pulse and rhythm;	Playing as an ensemble; Dynamics; Conducting
PE 1	Attack and Defence – year 2 Identify spaces for passing receiving a ball; defend a goal or space; indicate their intentions to teammates; attempt to invade defenders; identify areas in which they could improve	Gymnastics – Landscapes and City scapes – year 2 Balance, agility and coordination, roll with control, long thin shapes with the body, take weight on hands and feet, weight on hands, perform and compete.	Bat and Ball skills year 2 Hold the racket correctly, hit a ball thrown underarm, practise and use a simple tactic, hold a cricket bat correctly and use it to hit a ball. Practise a range of cricket skills. Combine my skills to play a competitive team game.	Multi-Skills Throwing and Catching year 2 Roll and stop a ball, roll and stop a ball while moving, throw, catch and balance. Throw and catch a ball with a partner, bounce a ball to a partner, pitch a quoit sideways.	Athletics track and field Running and Jumping Move at different speeds. Move along different pathways. Jump for height. Jump for distance. Jump in different ways. Perform a jumping sequence.	Athletics year 2 Animal Olympics Show the Olympic values of friendship and respect in a jumping for height activity, throwing for accuracy, determination in a running activity. Courage in a running activity. Jumping for distance activity. Inspiration in athletics activities.
PE 2	Circuit Training Direction of movements with control, combine different types of jumps, perform movements with control and accuracy, combine more than one skill, complete activities independently and try to improve own performance, improve own performance.	Invasion Games attacking, defending, scoring and teamwork, dribble with a football, to pass and receive the ball in a game, dodge to receive a pass, to mark an opposition player. Practise aiming for and protecting a target. Individual, paired and small group activities, Play a range of team games.	KS1 Football Skills Keeping control of the ball, passing, receiving, teamwork, using the field, power shots, balance, arms, turning, tricks and dribbling.	Dance – Toys Change the speed, weight and size of my movements. Dance in different formations. Move in response to stimuli. Move to a rhythm, dance a duet.	Dance – Plants dance (story-telling) Motif inspired by a stimulus. movements and body shapes to represent a plant growing. Work with a partner to create a dance based on plants. Movements to represent the different parts of a story.	Gymnastics Under the Sea Balances on different parts of the body. Matching balances with a partner. Roll in different ways while showing control. jump safely in a variety of ways, including on and off apparatus. create a gymnastic sequence. create a matching sequence
Forest School	Tools Safety Rules of Forest School Plant and Animal Identification.	Fire Team building and woodland craft.	Knots Homes for Nature Habitats Spring Watch	Nature Observing changes including weather and the length of the day (identification & senses)	Craft Environmental Protection Plant/animal watch Summer.	Connection Spring/Summer Craft Summer stories Trees and Hide and Seek.

	<p>Year 1 - Use secateurs safely to cut sticks into specific lengths.</p> <p>Year 2 - Use loppers to create something from natural materials.</p> <p>Whole School Forest Session.</p>	<p>Year 1 - Collect different types of fire wood.</p> <p>Year 2 - Recall the fire rules and get a spark with the flint and steel.</p>	<p>Year 1 - Clove hitch - Create a wand.</p> <p>Year 2 - Square lashing Joining two pieces of wood together to create something from natural materials.</p> <p>Whole School Forest Session.</p>	<p>Human Impact Litter Collection Protection of local species.</p> <p>Year 1 - Discuss the seasons and changes. Identify three mini beasts and begin to look at habitats</p> <p>Year 2 - Identify three trees/plants in Forest School.</p>	<p>Year 1 - Create a woodland sculpture.</p> <p>Year 2 - Create a woodland sculpture</p> <p>Whole School Forest Session.</p>	<p>Year 1 - Be quiet and listen for 1 minute. What nature do you notice?</p> <p>Year 2 - Be quiet and listen for 2 minutes. What do you hear, see and smell?</p>
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