



	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	All about me	Ticket to Ride	Water, water everywhere	Amazing Animals	Come Outside	Inspiration
<b>English</b> The Write Stuff	Grammar	Grammar	Grammar	Grammar	Grammar	Grammar
<b>Reading</b>						
<b>Maths</b> White Rose Maths						
<b>Science</b>	<p><b>Animals, including humans</b></p> <p>-Identify parts of the human body.</p>	<p><b>Everyday materials</b></p> <p>-Distinguish between an object and the materials from which it is made.</p> <p>-Identify, name and describe the simple physical properties of a variety of everyday materials.</p> <p>-Compare and group everyday materials.</p>	<p><b>Animals, including humans</b></p> <p>-Identify and name common animals.</p> <p>-Classify animals as carnivores, herbivores and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals.</p>	<p><b>Plants</b></p> <p>-Identify and describe the basic structures of a variety of common flowering plants.</p> <p>-Identify and name common wild and garden plants.</p>	<p><b>Everyday materials</b></p> <p>-Distinguish between an object and the materials from which it is made.</p> <p>-Identify, name and describe the simple physical properties of a variety of everyday materials.</p> <p>-Compare and group everyday materials.</p>	
	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Ask simple questions when prompted.</li> <li>Suggest ways of answering a question.</li> <li>Make relevant observations.</li> <li>Conduct simple tests with support.</li> <li>Use observations to suggest answers to questions.</li> <li>Recognise findings.</li> <li>Gather and record data.</li> <li>With prompting, suggest how findings could be recorded.</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe the seasons.</li> </ul>					

<b>Geography</b>	<p><u>My Planet, My Community</u> <b>Human and Physical Geography</b></p> <p>-Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><u>UK and beyond</u> <b>Following directions and maps</b></p> <p>-Can follow directions: up, down, left, right, forwards and backwards. -Can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school.</p> <p><b>Map Making</b> Can draw around objects to make a plan.</p> <p><b>Human and Physical Geography</b></p> <p>-Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (artic physical features x1 session)</p>		<p><u>Toys around the world (mini unit - retrieval x1 session)</u> <b>Human and Physical Geography</b></p> <p>-Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><u>Local Area / pirates</u> <b>Enquiry and Investigation</b></p> <p>-Can ask questions about places studied at KS1. - Can collect information about his/her local environment. e.g. Using tally charts.</p> <p><b>Locational Knowledge</b></p> <p>-Can name and locate the four countries and capital cities of the UK.</p>	
	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Can identify seasonal and daily weather patterns in the UK.</li> </ul>					
<b>History</b>	<p><u>Me and my life (mini unit - retrieval x2)</u> <b>Historical understanding</b></p> <p>-Can use pictures and role play to tell stories from the past. Can place events and objects in chronological order</p>	<p><u>Gunpowder Plot / Remembrance Day (mini unit - retrieval x2)</u> <b>Historical enquiry</b></p> <p>Can ask questions about the past. <b>Historical understanding</b></p> <p>-Can use pictures and role play to tell stories from the past.</p> <p><b>Periods in history</b></p> <p>-Can discuss significant events and people in Britain within and beyond their living memory.</p>	<p><u>Toys</u> <b>Historical enquiry</b></p> <p>Can ask questions about the past. <b>Historical understanding</b></p> <p>-Can use pictures and role play to tell stories from the past. -Can place events and objects in chronological order</p>	<p><u>Dinosaurs</u> <b>Historical enquiry</b></p> <p>Can ask questions about the past.</p>		<p><u>Space Neil Armstrong (mini unit - retrieval x2)</u> <b>Historical enquiry</b></p> <p>Can ask questions about the past.</p> <p><b>Periods in history</b></p> <p>- Can discuss some significant historical events, people and places in his/her own locality. -Can discuss significant events and people in Britain within and beyond their living memory.</p>

<b>R-E</b>	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? <b>Christianity.</b>	1.1 Who is a Christian and what do they believe?	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	1.5 What makes some places sacred?
	<p><b>Religious Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask questions about their own and others' religious experiences and beliefs.</li> <li>• Respond sensitively to questions about their own and others' experiences and feelings.</li> <li>• Recognise that some questions cause people to wonder and are difficult to answer.</li> </ul> <p><b>Religious Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use religious words and phrases to identify some features of religion.</li> <li>• Retell religious stories and suggest possible meanings.</li> </ul>					
<b>Computing</b>	<p><b>Digital Literacy</b> <b>Online Safety</b> Use technology safely and respectfully. Keep personal information private when using technology. Know to ask for help if they feel unsure about any online content.</p>	<p><b>Computer Science</b> <b>Computational Thinking</b> <b>Unplugged</b> Understand that programmes execute by following precise and unambiguous instructions.</p>	<p><b>Digital Literacy</b> <b>Word processing and presentation using book creator on ipads</b> Use technology safely and respectfully.</p>	<p><b>Computer Science</b> <b>Programming; Astro Animation (Link science)</b> Understand that programmes execute by following precise and unambiguous instructions. Create simple programs</p>	<p><b>Computer Science</b> <b>Programming ; Bee Bot Fairy Tales</b> Understand that programmes execute by following precise and unambiguous instructions. Create simple programs</p>	<p><b>Digital Literacy</b> <b>Browsing the World Wide Web</b> Use technology safely and respectfully. Keep personal information private when using technology. Know to ask for help if they feel unsure about any online content.</p>
<b>Art</b>	<p><b>Drawing</b> -With coloured pencil, keep within the lines of a drawing.</p>	<p><b>Independent artist</b> Show ideas / imagination and produce simple designs ( snow man)</p>	<p><b>Drawing</b> With wax crayon, control pressure</p>	<p><b>Painting</b> Hold a brush correctly and use different types and sizes of brush.</p>	<p>Landscape artists; <b>Claude Monet</b></p>  <p><b>Paul Cezanne</b></p>  <p><b>Thomas Gainsborough</b></p>  <p><b>JMW Turner,</b></p>	

					 <p><b>Independent artist</b> Show ideas / imagination and produce simple designs. (Claude Monet)</p> <p><b>Painting</b> Hold a brush correctly and use different types of brush. Use different brush types to make different marks.</p>	
	<b>Artists to cover ; William Blake ?</b>					
	<p><b>Independent Artist</b></p> <ul style="list-style-type: none"> <li>Show ideas/imagination and produce simple designs.</li> <li>Begin to recall all the equipment needed for an art session.</li> <li>Help prepare and clear away art equipment.</li> </ul>					
<b>D/T</b>	<p><b>Food (Cooking and Nutrition)</b> <b>fruit kebabs</b> <b>(mini unit - retrieval)</b> Understand that food comes from plants and animals</p>	<p><b>Textiles Santa stockings</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Decorate textiles, e.g buttons, beads, sequins, braids and ribbons.</p>	<p><b>Mechanisms/ Mechanical Systems. Paper toys</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Use simple mechanisms in products</p> <p><b>Food (Cooking and Nutrition) x1</b> Read a scale to measure and weigh out ingredients <b>(Pancake Day)</b></p>			<p><b>Mechanisms/ Mechanical Systems Sliders and movers - moving pictures</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Use simple mechanisms in products</p>
<b>Music</b>	<p>Charanga -How can we make friends when we sing together ? <b>Composing</b> *Use body to make sounds. *Make patterns with</p>	<p>Charanga - How does music tell us stories about the past? Christmas production <b>Composing</b> *Use body to make sounds.</p>	<p>Charanga - How does music make the world a better place? <b>Composing</b> *Use body to make sounds. *Make patterns with</p>	<p>Charanga -How does music helped up understand our neighbours ? <b>Composing</b> *Use body to make sounds.</p>	<p>Charanga - What songs can we sing to help us through the day ? <b>Composing</b> *Use body to make sounds. *Make patterns with</p>	<p>Charanga - How does music teach us about looking after our planet?</p>

	<p>sounds. *Use short given patterns in composition. <b>Listening and context</b> *Identify a beat and join in. <b>Performing</b> *Use; high voice, middle voice low voice.</p> <p>*Black History Month* Listen to a different song each day from an influential black music artist</p>	<p>*Make patterns with sounds. *Use short given patterns in composition. <b>Listening and context</b> *Identify a beat and join in. <b>Performing</b> *Use; high voice, middle voice low voice.</p>	<p>sounds. *Use short given patterns in composition. <b>Listening and context</b> *Identify a beat and join in. <b>Performing</b> *Use; high voice, middle voice low voice.</p>	<p>*Make patterns with sounds. *Use short given patterns in composition. <b>Listening and context</b> *Identify a beat and join in. <b>Performing</b> *Use; high voice, middle voice low voice.</p>	<p>sounds. *Use short given patterns in composition. <b>Listening and context</b> *Identify a beat and join in. <b>Performing</b> *Use; high voice, middle voice low voice.</p>	
P-E	<p><b>Gymnastics</b> -Perform simple rolls -Copy stretching movements for different parts of the body. -Balance using hands, knees, or seat</p> <p><b>Yoga</b> -Copy repeat poses -Develop balance and flexibility -explore mindfulness</p>	<p><b>Gymnastics</b> -Perform simple rolls -Copy stretching movements for different parts of the body. -Balance using hands, knees, or seat</p> <p><b>Yoga</b> -Copy repeat poses -Develop balance and flexibility -explore mindfulness</p>	<p><b>Gymnastics</b> -Perform simple rolls -Copy stretching movements for different parts of the body. -Balance using hands, knees, or seat</p> <p><b>Yoga</b> -Copy repeat poses -Develop balance and flexibility -explore mindfulness</p>	<p><b>Dance</b> Copy short motif.</p> <p><b>Yoga</b> -Copy repeat poses -Develop balance and flexibility -explore mindfulness</p>	<p><b>Dance</b> Copy short motif.</p> <p><b>Yoga</b> -Copy repeat poses -Develop balance and flexibility -explore mindfulness</p>	<p><b>Athletics</b> Run 100m Jump; side to side, both feet together, one foot to the other.</p>
	<p><b>Games</b> <u>Physical literacy basic skills</u> -Throw a ball underarm, overarm and use a bounce pass. - Move into a given space to catch a ball. - Pass a ball to a partner using hands and feet.</p>	<p><b>Games</b> <u>Physical literacy basic skills</u> -Throw a ball underarm, overarm and use a bounce pass. - Move into a given space to catch a ball. - Pass a ball to a partner using hands and feet.</p>	<p><b>Games</b> <u>Physical literacy basic skills</u> -Throw a ball underarm, overarm and use a bounce pass. - Move into a given space to catch a ball. - Pass a ball to a partner using hands and feet.</p>	<p><b>Games</b> <u>Physical literacy basic skills</u> -Throw a ball underarm, overarm and use a bounce pass. - Move into a given space to catch a ball. - Pass a ball to a partner using hands and feet.</p>	<p><b>Games</b> <u>Physical literacy basic skills</u> -Throw a ball underarm, overarm and use a bounce pass. - Move into a given space to catch a ball. - Pass a ball to a partner using hands and feet.</p>	



