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| **Yearly Overview Year 1 & 2 Cycle B** | | | | | | | | | |
|  | **Autumn** | | | **Spring** | | | **Summer** | | |
| Enrichment  School  Experiences | **Autumn Walk to Williamson’s Park**  **Y2 Writing project** | | | **Spring Walk to Williamson’s Park**  **Y2 Writing project** | | | **Trip to Morecambe (History)**  **Y2 Writing project** | | |
|  | Set 1 A -teach single letter sounds, blending, spelling and reading  Set 1 B -teach gaps in single letter sounds, blending, spelling and reading  Set 1 C- teach gaps in single letter sounds, blending, spelling and reading  Ditty -teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete a sentence and hold a sentence.  Red- teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete and hold a sentence.  Green- teach Set 2 sounds, review Set 1. Blending, spelling and reading. Writing simple sentences, thought bubbles, posters, lists, descriptive sentences, commands.  Purple- teach Set 2 sounds, continue to review Set 1 sounds. Blending, spelling and reading. Writing letters, commands, descriptive sentences, balanced text with pros and cons, labels, balanced texts.  Pink- teach remaining Set 2 Sounds. Once confident, teach Set 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, letters, postcards, questions and descriptive responses, commands, speech bubbles, instructions, writing facts.    Orange- continue to teach Set 3 sounds, review Set 1 and 2 sounds. Blending, spelling and reading. Writing speech bubbles, descriptive sentences, sequenced narrative, persuasive invitation, shopping list, comparative description  Yellow- review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, sequenced narratives, posters, recounts, letters, emails, short play, adverts, leaflets  Grammar- past tense verbs, apostrophe of omission, capital letters, suffixes, plurals, compound words, adjectives, nouns, statements, questions, commands  Blue- Review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing- newspaper reports, letters, stories, invitations, poems, instructions,  Grammar- adverbs ending -ly, commands, verbs, compound words, noun phrases, adjectives, past and present tense, commas in lists, apostrophe of omission  Grey- Teach multi-syllabic words. Blending, spelling and reading. Writing posters, retelling a story, instructions, lists, describing sentences, fact files, recounts, questions.  Grammar- co-ordination (or, but, and), progressive past/present tense, commands, nouns, apostrophe (possessive), adverbs, commands, suffixes, adjectives, verbs, commands, statements  Comprehension- writing   * write simple, coherent narratives about personal experiences and those of others (real or fictional) * write about real events, recording these simply and clearly * demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * use present and past tense mostly correctly and consistently * use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses * segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others * spell many common exception words * form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters * use spacing between words that reflects the size of the letters   Comprehension- reading   * read accurately most words of two or more syllables * read most words containing common suffixes * read most common exception words   In age-appropriate1 books, the pupil can:   * read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words * sound out most unfamiliar words accurately, without undue hesitation.   In a book that they can already read fluently, the pupil can:   * check it makes sense to them, correcting any inaccurate reading * answer questions and make some inferences * explain what has happened so far in what they have read. | | | | | | | | |
| **Maths**  **Year 1** | **Number: Place Value (within 10)**   * To be able to sort up to 10 objects * To count objects to 10 * To count objects from a group of 10 * To represent up to 10 objects * To represent numbers to 10 * To count forwards to 10 * To count backwards from 10 * To count one more for numbers within 10 * To count one less for numbers within 10 * To count using one-to-one correspondence * To compare up to 10 objects * To use <, > and = for numbers within 10 * To compare numbers within 10 * To order up to 10 objects * To order numbers up to 10 * To recognise ordinal numbers * To be able to use a numberline from 0-10   **Number: Addition and Subtraction (within 10)**   * To recognise parts and wholes in single objects * To recognise parts and wholes in groups of objects * To use the part-whole model * To use the addition symbol * To recognise fact families for addition facts * To find number bonds for numbers within 10 * To find number bonds to 10 * To compare number bonds * To be able to add amounts together * To be able to add ‘more’ * To be able to add using number bonds facts * To be able to find a ‘part’ | | **Number: Addition and Subtraction (within 10) continued**   * To be able to subtract by crossing out * To be able to use the subtraction symbol * To be able to subtract to find a ‘part’ * To be able to make fact families for addition and subtraction * To be able to subtract by counting back * To be able to find the difference * To be able to compare addition and subtraction statements a + b > c * To compare addition and subtraction statements a + b => c + d   **Geometry: Shape**   * To recognise and name 3-D shapes * To sort 3-D shapes * To recognise and name 2-D shapes * To make patterns with 2-D and 3-D shapes   **Number: Place Value (within 20)**   * To be able to count forwards and backwards and write numbers to 20 * To recognise numbers from 11 to 20 * To partition numbers into tens and ones * To find one more and one less * To be able to compare groups of objects * To be able to compare numbers * To be able to order groups of objects * To be able to order numbers   **Consolidation** | **Number: Addition and Subtraction (within 20)**   * To explore addition by counting on from a given number * To work systematically to find number bonds to 20 * To add numbers within 20 using knowledge of number bonds * To recognise and use the subtraction symbol within 20 * To be able to partition to make 10 * To be able to subtract within 20 crossing the 10 * To explore addition and subtraction families for numbers within 20 * To compare number sentences within 20 using inequality symbols   **Number: Place Value (within 50)**  **(multiples of 2, 5 and 10 included)**   * To count forwards and backwards within 50 * To know that ten ones can be grouped into one ten * To represent numbers to 50 using a variety of concrete materials * To find one more and one less than given numbers to 50 * To compare two sets of objects using ‘more than’, ‘less than’ or ‘equal to’ * To compare numbers within 50 using inequality symbols | | **Number: Place Value (within 50)**  **(multiples of 2, 5 and 10 included) continued**   * To be able to order numbers * To count in multiples of 2 beyond 20 and up to 50 * To count in multiples of 5 beyond 20 and up to 50   **Measurement: Length and Height**   * To understand that height is a type of length * To compare lengths * To use non-standard units to measure length and height * To measure length using a ruler   **Measurement: Weight and Volume**   * To compare two objects using ‘heavier’ and ‘lighter’ * To use non-standard objects to measure the mass of an object * To compare the mass of two objects using <, > and = * To compare the volume in a container by describing whether it is full, nearly full or nearly empty * To measure the capacity of different containers using non-standard units of measure * To use ‘more’, ‘less’ and ‘equal to’ to compare the capacity as well as <, > and =   **Consolidation** | **Number: Multiplication and Division (Reinforce multiples of 2, 5, and 10 to be included)**   * To be able to count in 2s * To be able to count in 5s * To be able to count in 10s * To be able to make equal groups using manipulatives * To be able to add equal groups * To be able to make arrays * To be able to make doubles * To be able to make groups of an equal amount * To explore sharing as a model of division   **Number: Fractions**   * To be able to find a half using shapes and sets of objects * To be able to find half of a small quantity * To know that when a shape is split into four equal parts, each part is called a quarter * To be able to find a quarter of a small quantity through equal sharing | | **Geometry: Position and Direction**   * To use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarter’ to describe turns made by shapes and objects * To use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction * To explore the position of objects and shapes from different starting points   **Number: Place Value (within 100)**   * To be able to count forwards and backwards within 100 * To be able to partition numbers in different ways * To compare numbers within 100 using ‘more than’, ‘less than’ and ‘equal to’ * To compare numbers and amounts using <, > and = * To order sets of objects and numbers from smallest to largest and largest to smallest * To find one more and one less than given numbers or amounts to 100   **Measurement: Money**   * To recognise and know the value of different denominations of coins * To be able to recognise the value of different notes * To count money efficiently using knowledge of counting in 2s, 5s and 10s   **Measurement: Time**   * To use before and after to describe, sort and order events * To know that there are 7 days in a week * To be able to tell the time to the hour using an analogue clock * To be able to tell the time to the half hour * To explore the difference between seconds, minutes and hours * To compare amounts of time using the language faster, slower, earlier and later   **Consolidation** |
| **Maths**  **Year 2** | **Number: Place Value**   * To be able to count forwards and backwards within 20 * To recognise tens and ones within 20 * To be able to count forwards and backwards within 50 * To recognise tens and ones within 50 * To compare To compare numbers within 50 * To be able to count objects to 100 * To be able to read and write numbers to 100 in numerals and words * To be able to represent numbers to 100 in different ways * To partition numbers into tens and ones using the part-whole model * To explore how tens and ones can be partitioned and recombines to make a total * To use a place value chart * To be able to compare objects using <, > or = * To be able to compare numbers using <, > or = * To be able to order objects and numbers * To be able to count in 2s * To be able to count in 5s * To be able to count in 10s * To be able to count in 3s   **Number: Addition and Subtraction**   * To recognise fact families for addition and subtraction bonds to 20 * To be able to check calculations * To compare number sentences * To know number bonds * To know related facts * To know number bonds to 100 for multiples of 10 * To be able to add and subtract ones * To find 10 more and 10 less * To add and subtract tens * To be able to add by making 10 * To be able to add a 2-digit and a 1-digit number (crossing 10) * To be able to subtract a 1-digit number from a 2-digit number (crossing 10) * To be able to add two 2-digit numbers (crossing 10) * To be able to subtract a 2-digit number from a 2-digit number (not crossing 10) * To be able to subtract a 1-digit number from 2-digits (crossing 10) * To be able to subtract a 1-digit number from a 3-digit number (crossing 10) * To be able to add and subtract 3-digit and 2-digit numbers (not crossing 100) * To be able to add and subtract 3-digit and 2-digit numbers (crossing 100) * To be able to subtract a 2-digit number from a 3-digit number (crossing 100) | | **Number: Addition and Subtraction continued**   * To add and subtract 100s * To be able to find patterns between calculations * To be able to add two 2-digit numbers (crossing 10 - add ones and add tens) * To be able to subtract a 2-digti number from a 2-digit number (crossing 10 – subtract tens and subtract ones) * To solve mixed addition and subtraction problems * To be able to add and subtract 2-digit and 3-digit numbers not crossing 10 or 100 * To be able to add 2-digit and 3-digit numbers (crossing 10 or 100) * To be able to subtract a 2-digit number from a 2-digit number (crossing 10) * To be able to solve addition and subtraction problems * To find and make number bonds to 100 (tens and ones) * To add three 1-digit numbers   **Measurement: Money**   * To recognise coins and notes * To be able to count pence * To be able to count pounds (notes and coins) * To be able to count money (notes and coins) * To be able to select money * To be able to make the same amount in different ways * To be able to compare money * To be able to find the total * To be able to find the difference * To be able to find change * To be able to solve two-step problems * To be able to make equal groups * To be able to redistribute from unequal to equal groups * To add equal groups   To make arrays  **Number: Multiplication and Division**   * To recognise equal groups * To be able to make equal groups * To be able to add equal groups * To be able to write multiplication sentences using the ‘x’ symbol * To be able to write multiplication sentences from pictures * To be able to use arrays * To make doubles * To understand the 2 times table * To understand the 5 times table * To understand the 10 times table * To be able to make equal groups by sharing * To be able to make equal groups by grouping * To be able to divide by 2 * To recognise odd and even numbers * To be able to divide by 5   To be able to divide by 10 | **Number:** **multiplication and Division**   * To describe equal groups using stem sentences * To be able to make equal groups to demonstrate understanding of the word ‘equal’ * To begin to connect equal groups to repeated addition * To be able to link repeated addition and multiplication together * To be able to use the multiplication symbol and work out the total from pictures * To use arrays to calculate multiplication statements * To know that ‘double’ is two groups of s number or an amount * To use a variety of resources and images to explore the 2 times-table * To use a variety of resources and images to explore the 5 times-table * To use a variety of resources and images to explore the 10 times-table * To use 1:1 correspondence to share concrete objects into equal groups * To begin to see the link between multiplication and division * To start with a given total and make groups of an equal amount * To be able to divide by making equal groups * To be able to use knowledge of grouping and sharing to divide by 2 * To be able to recognise odd and even numbers * To be able to choose an efficient strategy for grouping or sharing depending on the context of the question * To know that grouping and counting in 10s is more efficient than sharing into 10 equal groups   **Statistics**   * To know that tally charts are a systematic way of recording data * To be able to use tally charts to produce pictograms * To interpret and answer questions about the data presented in pictograms * To be able to draw pictograms where the symbols represent 2, 5 or 10 items * To be able to interpret pictograms represented vertically or horizontally   To be able to draw and interpret block diagrams | | **Geometry: Properties of Shapes**   * To be able to recognise and name both 2-D and 3-D shapes * To be able to count the number of sides accurately * To know that a vertex is where two lines meet * To know that corners are also known as vertices * To be able to accurately create 2-D shapes * To be able to identify vertical lines of symmetry * To be able to recognise and sort 2-D shapes in more than one way * To use knowledge of the properties of 2-D shapes to create patterns * To use knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes * To use knowledge of faces and curved surfaces to identify edges on 3-D shapes * To use knowledge of edges to identify vertices on 3-D shapes * To be able to sort 3-D shapes in different ways * To use knowledge of the properties of 3-D shapes to create patterns   **Number: Fractions**   * To know that a whole is one object or one quantity * To know that halving is splitting a whole into two equal parts * To be able to find half of a set of objects or quantity * To be able to recognise quarters of shapes, objects and quantities * To be able to find quarters of shapes, objects and quantities * To be able to recognise thirds of shapes, objects and quantities * To be able to find a third of shapes, objects and quantities * To know that the denominator represents the number of parts that a shape or quantity is split into * To be able to write a fraction where the whole is shaded * To explore the equivalence of two quarters and one half of the same whole * To be able to find three quarters of a quantity * To use knowledge of halves, quarters and thirds to count in fractions from any number up to 10 | **Measurement: Length and Height**   * To be able to use the language of length such as long, longer, short, shorter, tall, taller * To use non-standard units to measure length and height * To be able to measure using a ruler * To measure to the nearest centimetre using a ruler or a tape measure * To measure larger objects using metres * To compare lengths of objects using comparison language and symbols * To order more than two lengths from shortest to longest and vice versa * To solve one-step and two-step problems relating to time   **Geometry: Position** **and Direction**   * To use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction * To explore the position of objects and shapes from different starting points * To use the language ‘forwards’, ‘backwards’, ‘up’, ‘down’, ‘left’ and ‘right’ to describe movement in a straight line * To describe turns using the language ‘full turn’, ‘half turn’, ‘quarter turn’, ‘three-quarter turn’, ‘clockwise’ and ‘anticlockwise’ * To describe and record directions * To describe and create patterns that involve direction and turns   **Problem solving and efficient methods**  **Consolidation** | | **Measurement: Time**   * To be able to tell the time to the hour using an analogue clock * To be able to tell the time to the half hour * To read and draw the times ‘quarter to’ and ‘quarter past’ * To read and show analogue time to 5-minute intervals * To explore the difference between seconds, minutes and hours * To know that there are 24 hours in a day and 60 minutes in an hour * To identify the start and end time of an event * To compare times using ‘longer’ and ‘shorter’   **Measurement: Mass, Capacity and Temperature**   * To describe objects as heavy, light, heavier than, lighter than * To use non-standard units to measure the mass of an object * To compare the mass of different objects * To be able to read scales accurately * To measure mass in kilograms * To explore the concepts of volume and capacity in a practical way * To use measure capacity using non-standard units * To compare the volume of containers using <, > and = * To be able to measure in millilitres * To recognise the difference between measuring in millilitres and litres * To know that temperature is higher when it is warmer   **Investigations** |
| **Science** | **Living Things and their Habitats**  **What is in your Habitat?**  Children begin to learn about different habitats, how the living things are suited to the habitat and the interactions between the living organisms within a habitat.  They explore the habitat by identifying things that are living, once-lived and never-lived. The children construct food chains that show how living things depend on each other.  **Seasonal Changes**  Children will observe changes over the year through the different seasons. They will observe and describe weather in different seasons and how the day length varies. | | **Everyday Materials**  **Good choices**  Children learn about different materials and their properties. They consolidate their understanding that one type of object can be made from different materials and also that one material can be used for a number of different objects.  They continue to develop their understanding of the simple physical properties of materials and consider in more detail how these properties make materials useful for particular purposes. The children test a range of different materials for different purposes.  **Seasonal Changes**  Children will observe changes over the year through the different seasons. They will observe and describe weather in different seasons and how the day length varies. | **Everyday Materials- shaping up**  Children are introduced to different ways of changing the shapes of objects made from different materials. They identify materials that can be changed by the actions of squashing, bending, twisting and stretching, and link these actions with the properties of the materials that allow them to be changed. They discover that some materials have different properties according to how they are shaped and what they are made into, and choose materials for uses according to their properties. They also learn that pushes and pulls can cause movement or a change in shape.  **Seasonal Changes**  Children will observe changes over the year through the different seasons. They will observe and describe weather in different seasons and how the day length varies. | | **Animals including Humans**  **Looking at Animals**  Children will learn about a variety of familiar and less familiar animals, including fish, amphibians, reptiles, birds and mammals. They will identify and name, look closely at and compare and contrast many different animals. They name their body parts, describe their physical features and mimic how they move. They are reminded that animals need to eat in order to be healthy and that they eat lots of different types of foods. Children are also introduced to the terms ‘carnivore’, ‘herbivore’ and ‘omnivore’. Children apply their ideas about animals, as they think about pets that may live with them and how these might be looked after if they need to visit a vet for treatment. | **Animals including Humans**  **Growing Up**  Children begin to learn about different ways to keep themselves healthy. They consider the importance of eating a range of different types of food. The children also start to learn about the importance of exercise and hygiene.  **Seasonal Changes**  Children will observe changes over the year through the different seasons. They will observe and describe weather in different seasons and how the day length varies. | | **Plants**  **Our Changing World- Plants**  Children identify and name, describe and compare flowers and trees in their local environment. Children will develop their understanding that plants change as they grow and according to the seasons and weather conditions. They will discover about the differences between a deciduous and an evergreen tree and look at changes across the seasons. |
| **Computing** | **Online Safety &**  **Exploring Purple Mash**  To log in/out safely.  To learn how to locate and edit saved work.  To learn how to search effectively for resources.  To become familiar with the icons and types of resources available in the Topics section.  To add pictures and text to work.  To explore the Tools section.  To learn how to open, save and print. | | **Coding – 2Code**  To understand what an algorithm is.  To design algorithms and then code them.  To compare different object types.  To use the repeat command.  To use the timer command.  To know what debugging is and debug programs. | **Presenting Ideas**  **&**  **Word Processing**  To explore how a story can be presented in different ways.  To make a quiz about a story or class topic.  To make a fact file on a non-fiction topic.  To make a presentation to the class. | | **Animated Story Books**  To introduce e-books.  To add animation to a story.  To add sound to a story, including voice recording and music the children have composed.  To work on a more complex story, including adding backgrounds and copying and pasting pages.  To share e-books on a class display board. | **Coding –**  **Maize Explorers**  To understand the functionality of the direction keys.  To understand how to create and debug a set of instructions (algorithm).  To use the additional direction keys as part of an algorithm.  To understand how to change and extend the algorithm list.  To create a longer algorithm for an activity.  To set challenges for peers. | | **Data -Spreadsheets**  To know what a spreadsheet program looks like.  To enter data into spreadsheet cells.  To use image tools to add clipart to cells.  To use the control tools: lock, move cell, speak and count. |
| **History / Geography** | **Intrepid Explorers;** **The study of significant individuals: Christopher Columbus and Neil Armstrong**  Children are introduced to Christopher Columbus and Neil Armstrong, they investigate why they are remembered today, what they achieved and how they are similar to or different from each other.  Once they have all the information they need, they then use what they have learnt to decide who the greater explorer was. Will they be Team Columbus or Team Armstrong? | | **Black History -Learie Constantine**  Children research two of Britain's most famous historical figures, Florence Nightingale and Mary Seacole. They will examine their differing paths to and roles taken during the Crimean War.  Children will find out about their remarkable lives as they journey through lessons about their respective upbringing, paths taken to the Crimean War and the work they both did whilst there and their lasting legacies. | **Continents and Oceans**  Where in the world am I?  Where are the world’s continents?  Where are the world’s oceans?  How can I show the continents and oceans on a map?  What are the main features of each continent?  What is special about each continent? | | **United Kingdom**  What is the United Kingdom?  What can I find out about the United Kingdom?  What are the UK’s countries like?  What are the UK’s capital cities like?  What do I know about a country in the UK? | **Zambia**  Where is Zambia? Where is Mugurameno?  Why is living near a river so important?  How does the wildlife in Mugurameno impact on their life?  How does food compare between Mugurameno and Lancaster?  What do you need to make a safe home?  How does being a child in Mugurameno compare to be in Lancaster?  What is school like in Mugurameno?  Why do Mugurameno residents recycle? | | **Local study: Victorian seaside holidays in Morecambe**  Children explore and compare seaside holidays in the past with seaside holidays today.  They will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since.  They will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes. |
| **Art / DT** | **Mechanical – moon buggies**  Join appropriately for different materials and situations e.g. glue, tape.  Try out different axle fixings and their strengths and weaknesses.  Make vehicles with construction kits which contain free running wheels.  Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.  Roll paper to create tubes.  Cut dowel using hacksaw and bench hook.  Attach wheels to a chassis using an axle. | | **Collage**   * To sort collage materials eg magazines, fabric, foils, cellophane, tissue paper, newspaper, tracing paper, crepe paper…etc, talking about properties of the paper, likes and dislikes * To experiment with different ways of attaching collage elements such as liquid glue, glue sticks, stapling or using Sellotape. * To investigate overlapping different papers / fabrics to create different effects * To experiment with arranging ripped, cut and folded paper and other materials to create collages * To develop some accuracy when using scissors to cut card, paper or fabric for collage * To produce a collage in the style of Matisse eg a snail / self-portrait / building / plant etc.. * To say what they like about their work and that of others, and be able to suggest possible improvements | **DT Textiles- puppets**   * Cut out shapes which have been created by drawing round a template onto the fabric. * Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. * Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. * Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. | | **Printing**  To learn to ‘stamp’ the printing block, and not to move it on the paper  To make rubbings of different textures in the environment  To create monoprints eg make finger patterns in thick paint in a tray, then press a sheet of paper over the pattern to get a print  Experiment with stencils and rollers or sponges  Design and create their own printing blocks eg press print, lump of dough or plasticine with impressed patterns to make  Experiment with overlapping printed images to alter colours  Experiment with orientation and colour of the printed image  To say what they like about their work and that of others, and be able to suggest possible improvements | **Food- fruit kebebs**  Develop a food vocabulary using taste, smell, texture and feel.  Group familiar food products e.g. fruit & veg.  Explain where food comes from.  Cut, peel, grate, chop a range of ingredients  Work safely and hygienically.  Understand the need for a variety of foods in a diet.  Measure and weigh food items, non-statutory measures e.g. spoons, cups. | | **3D & Sculpture**   * To manipulate malleable materials with growing confidence and dexterity * To be able to roll out a ball of clay and make simple pinch pots /thumb pots * To impress objects into the surface of malleable media to create pattern and texture * To roll out a slab of malleable media using a rolling pin and use cutters and clay tools to cut shapes from the rolled slab * To be able to make a simple mould with malleable media and take a plaster cast from it * To assemble and paint elements of their work to create a finished composition * To say what they like about their work and that of others, and be able to suggest possible improvements |
| **RE** | **Christianity** (God)  Creation  Care for the planet  Harvest | | **Christianity** (Jesus)  Jesus as the light of the world  Symbolism of light  Advent and Christmas celebrations | **Hindu dharma**  Devotion  Worship in the home and temple | | **Islam**  Submission and gratitude  Prayer | **Christianity** (Church)  Worship  The church  Use of symbols | | **Judaism**  Moses  Ten Commandments  The Sabbath |
| **PSHE** | **Relationships**  Making friends; feeling lonely and getting help.  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.  Recognising things in common and differences; playing and working cooperatively; sharing opinions. | | | **Living in the Wider World**  Belonging to a group; roles and responsibilities; being the same and different in the community.  The internet in everyday life; online content and information.  What money is; needs and wants; looking after money. | | | **Health and Wellbeing**  Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.  Growing older; naming body parts; moving class or year. *(Y2 content only)*  Safety in different environments; risk and safety at home; emergencies. | | |
| **PE** | **Dance- Explorers**  To learn about and replicate animals from the rainforest through movement  To create a short dance in a group using ideas from their chosen animal  To experiment with movement ideas and create a duet using contact  To work in pairs to create interesting shapes with your bodies  To share ideas, create and learn a new unison dance performed travelling along your own pathway | **FMS- Rolling a Ball**  To demonstrate rolling a ball with some accuracy.  To demonstrate rolling different equipment with some accuracy.  To demonstrate rolling different equipment with some accuracy.  To show the skill of rolling equipment in different ways.  To demonstrate a simple tactic in a rolling game.  To show two simple tactics in a game. | | **FMS -Zog**  To perform the skill of running and changing direction quickly.  To demonstrate how to jump as far as possible, landing safely with control.  To demonstrate travelling on feet and hands and feet on apparatus.  To demonstrate an overarm throw and hopping. | **FMS- Overarm Throw**  To demonstrate an overarm throw with some accuracy.  To show a fast running technique.  To demonstrate an overarm throw with some accuracy in a game.  To show a fast running technique.  To demonstrate a simple tactic in a game.  To demonstrate a simple tactic in a game | | **Games- Piggy in the Middle**  To demonstrate an underarm throw with some accuracy.  To throw underarm with accuracy then move into a space.  To catch a ball with control.  To demonstrate passing a ball with some accuracy then moving into a space.  To show a simple tactic in a game  To pass a ball with some accuracy then move into a space.  To use a simple tactic in a game. | **Dance- Seaside**  To explore a range of actions related to activities at the seaside.  To compose and perform a dance phrase showing the movements of the ocean.  To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells.  To explore body shapes and movements which communicate the different creatures the can find at the seaside and life in a seaside village. | |
| **Baseline Unit- Lost and Found**  To demonstrate the FMS of underarm throwing and hopping.  To demonstrate the FMS of an overarm throw and skipping.  To assess the fundamental movement skills of catching and bouncing a ball.  To develop fundamental movement skills.  To demonstrate the FMS of running and jumping.  To demonstrate the FMS of and kicking and rolling a ball. | **Gymnastics**  To demonstrate jumping actions with different shapes in the air.  To show travelling actions using hands and feet.  To demonstrate balancing on large body parts.  To show an egg roll, pencil and teddy bear roll.  To perform jumping and rolling actions.  To create a sequence using travelling, balancing rolling, and jumping. | | **FMS- underarm Throw**  To demonstrate an underarm throw with some accuracy.  To demonstrate an underarm throw with some accuracy at different targets.  To show a side gallop.  To demonstrate a simple tactic in a game.  To show two simple tactics in a game. | **FMS- Catching and Bouncing a ball**  To demonstrate catching a ball with some accuracy.  To demonstrate catching and bouncing a ball with some accuracy.  To show a simple tactic in a game.  To apply a simple tactic in a game. | | **Athletics**  To throw underarm accurately into a target.  To throw as far as possible.  To throw using a push and two-handed throw for distance.  To throw using an underarm and overarm throw for distance and accuracy.  To complete an obstacle course with speed and agility. | **FMS- Supertato**  To show an egg roll with some co-ordination  To show a pencil roll with some co-ordination  To demonstrate jumping off a bench and land on two feet.  To demonstrate bouncing a ball with some control.  To demonstrate rolling a ball through a target with some accuracy and control. | |
| **Music** | **I Wanna Play in A Band**  Playing together in a band. Listen and clap back, then listen and clap your own answer (rhythms of words). | | **Christmas**  Christmas Production with KS1/EYF | **Round and Round**  Pulse, rhythm and pitch in different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E. | | **Zootime**  Reggae music and animals. Sing, Play and Improvise. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **Friendship song**  A song around being friends. Take it in turns to improvise using C or C and D. | | **Reflect Rewind Replay**  This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place. |