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| **Yearly Overview Year 1 & 2 - Cycle A** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| Enrichment  School  Experiences | **Autumn Walk to Williamson’s Park**  **Toys at Judge’s Lodges in Lancaster (history)**  **Field Trip- walking around local area**  **Y2 Writing project** | | **Spring Walk to Williamson’s Park**  **Y2 Writing project** | | **Y2 Writing project** | |
| **English** | 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** | **Animals including Humans**  **Using our Senses**  Children develop their knowledge and understanding of the human body. They identify and name simple parts of the body, as they draw and label a small version of themselves. The children are introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body.  **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**  **Healthy Bodies (Take Care)**  Children learn about different ways to keep themselves healthy. They find out about the importance of eating a range of different types of food. The children will learn about the importance of exercise and hygiene. Children work scientifically by identifying and classifying food, using tables, Venn and Carol diagrams.  **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**  The children are introduced to a range of basic materials and their properties. They learn to name and identify wood, plastic, metal, glass, rock, brick, water and other materials, many of which will be familiar to them. They understand that these materials can be made into many different objects, from spoons made of plastic, wood or metal or any combination of the three, to more complex objects. They learn to distinguish between an object and the material from which it is made, and to define an object as, for example, a wooden spoon or plastic cup, by the material from which it is made. They recognise that the same material can be made into different objects, for example, a metal can, a metal spoon and a metal car.  **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**  **Plant Detectives**  Children look closely at familiar garden plants and wild plants growing in and close to their school, and become increasingly aware of the enormous variety that there is. They are introduced to the names of some common varieties of wild and garden plants, including trees, and begin to make simple comparisons. They learn the simple names of parts of a plant that most plants have in common, and observe and describe a variety of very different examples, such as flowers of contrasting size and shape and roots of different types and structures. Children discover that there are many different kinds of trees and that some are deciduous and some evergreen. | **Plants**  **The Apprentice Gardener**  Children now know that plants need water and sunlight; this module revisits and extends that understanding. They are also introduced to growing plants from bulbs and from seeds, learning the sequence of germination, and comparing and contrasting the requirements of germinating seeds with those of mature plants to maintain healthy growth.  **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. |
| **Computing** | **Online Safety &**  **Exploring Purple Mash**  To log in / out safely.  To learn how to locate saved work.  To learn how to search Purple Mash.  To start to add pictures and text to work.  To learn how to open, save and print. | **Technology Outside School**  To explore the local community and find examples of where technology is used.  To record examples of technology outside school.  To think about future careers that may involve the use of technology. | **Using Search Technologies &**  **Word Processing**  To understand the terminology associated with searching.  To gain an initial understanding of searching on the Internet.  To develop an awareness of using technology safely.  To begin to use the keys on a keyboard or keypad | **Creating Pictures**  To learn the functions of different tools to create pictures.  To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).  To recreate Pointillist art and look at the work of pointillist artists such as Seurat.  To learn about the work of Piet Mondrian and recreate the style using the lines template.  To learn about the work of William Morris and recreate the style using the patterns template. | **Making Music**  To make music digitally.  To explore, edit and combine sounds.  To edit and refine composed music.  To think about how music can be used to express feelings and create tunes which depict feelings.  To upload a sound from a bank of sounds.  To use uploaded sounds to create tunes. | **Questioning**  To learn about data handling tools.  To use yes/no questions to separate information.  To construct a binary tree to identify items.  To use a binary tree database to answer questions.  To use the Search tool to find information. |
| **History / Geography** | **What were toys like when my grandparents were alive?**  Looking at toys and comparing what children have now, to what was available in their parents’ time, then in their grandparents’ time and beyond.  What is the same and what has changed?  Why have these changes taken place? | **Lancaster and our local area (including our school)**  What are the differences between rural and urban areas?  What are the features around our school grounds?  What are the features of our local area?  How can we record and recount the features of our local area?  What are the different symbols on an Ordnance survey map? Why do we use them?  What are the features we should include on a map of the local area? | **Weather and Seasons**  How is the year organised into months and seasons?  What are the differences between the seasons? How can I show what season I am in?  How do people dress for different kinds of weather?  How can I tell the weather’s story/report?  How does the weather affect people’s work? | **Hot and Cold Climates**  Where are the world’s hot and cold places?  What is it like in the world’s hot and cold places?  Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? How do animals adapt to hot and cold places?  What would I pack for a visit to a very hot place? How would it be different if I was going to a cold place?  How can I describe what it is like in a hot or cold place? | **Events beyond living memory: The Great Fire of London**  The children travel back to 1666 and the era of the Stuarts as they find out about the Great Fire of London and the effect it had on the people of the time.  They will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.  Further investigation will be made of the Great Plague, how it impacted Britain and how the Great Fire impacted upon its spread in the capital. | |
| **Art / DT** | **Mechanical Pictures (sliders and levers)**   * Join appropriately for different materials and situations e.g. glue, tape. * Mark out materials to be cut using a template. * Fold, tear and cut paper and card. * Cut along lines, straight and curved. * Use a hole punch. * Insert paper fasteners for card. * Experiment with levers and sliders to find different ways of making things move in a 2D plane. | **Drawing**  To develop some control and accuracy in mark making  To capture the shape of an object by drawing the outline  To experiment with pattern and describe the marks made, naming them eg lines, dots, swirls, stripes, zigzags, spirals, dashes..  To make drawings using pattern eg fish scales, roof tiles, brickwork, woven baskets.  To experiment with tone by pressing lightly or pressing down hard  To match the colours of what they are drawing to their chosen media  To select media to make representational drawings from memory, imagination and observation incorporating shape, colour, pattern and tone  To say what they like about their work and that of others, and be able to suggest possible improvements | **Painting**  Developing skill in mixing powder paint of a good consistency and opacity  Look at the work of Piet Mondrian. Create their own painting in the style of Mondrian  To experiment with mixing secondary colours of various shades  Mix colours to match objects and use them to create observational paintings Experiment with different textures of paint, adding glue, plaster or sand etc  Investigate different brushstrokes eg dots of colour or dashes & how it is applied - looking at the work of Van Gogh or Seurat  To select paints and brushes to make representational paintings from memory, imagination and observation incorporating shape, colour, pattern and tone  To say what they like about their work and that of others, and be able to suggest possible improvements | **Structures**  Explore how to make structures stronger.  Investigate different techniques for stiffening a variety of materials.  Test different methods of enabling structures to remain stable.  Join appropriately for different materials and situations e.g. glue, tape.  Mark out materials to be cut using a template.  Use a glue gun with close supervision | **Art Textiles**  To match and sort fabrics and threads for colour, texture, length size and shape  To cut shapes using scissors with developing confidence and accuracy  To modify fabrics by fraying to create fringes, pulling threads to create gathers or patterns, applying colour etc  To experiment with winding, twisting, plaiting braiding and knotting yarns and threads eg ‘God’s Eyes’ and pom poms  To attach fabric shapes with glue or use simple running stitch eg keyrings, cards etc  To embellish work by adding braiding, fringing, buttons, beads etc eg on binca or hessian  To say what they like about their work and that of others, and be able to suggest possible improvements | **Food**  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. |
| **RE** | **Christianity** (God)  God the Father  Prayer | **Christianity** (Jesus)  The nativity story  Beliefs about Jesus as God incarnate  Christmas | **Islam**  God as creator  Care for the planet | **Judaism**  God’s promise  Noah  Abraham  Trusting in God | **Hindu dharma**  One God in many forms  God in all things  Expressing ideas about God | **Christianity** (Church)  Baptism    Belonging |
| **PSHE** | **Relationships**  Roles of different people; families; feeling cared for.  Recognising privacy; staying safe; seeking permission.  How behaviour affects others; being polite and respectful.  Roles of different people; families; feeling cared for.  Recognising privacy; staying safe; seeking permission.  How behaviour affects others; being polite and respectful. | | **Living in the Wider World**  What rules are; caring for others’ needs; looking after the environment.  Using the internet and digital devices; communicating online.  Strengths and interests; jobs in the community.  What rules are; caring for others’ needs; looking after the environment.  Strengths and interests; jobs in the community. | | **Health and Wellbeing**  Keeping healthy; food and exercise, hygiene routines; sun safety. Toothcare.  Recognising what makes them unique and special; feelings; managing when things go wrong.  How rules and age restrictions help us; keeping safe online.  Keeping healthy; food and exercise, hygiene routines; sun safety. Toothcare.  Recognising what makes them unique and special; feelings; managing when things go wrong.  How rules and age restrictions help us; keeping safe online. | |
| **PE** | **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 a travel and pencil roll  To show a jump 2 feet to 2 feet with a straight, tuck and wide shape  To demonstrate travelling actions i.e. frog & bunny hop.  To show an egg roll  To show a travel and roll with a shape  To apply the skills of travelling, rolling, jumping into a sequence.  To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes and then using apparatus. | **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. | **Dance-Three Little Pigs**  To convey a character linking two movement ideas.  To convey a contrasting character, linking movement ideas.  To link travelling actions with a stillness to convey events within the story  To link sequences together to retell the story. | **Athletics**  To show a hopping skill with rhythm.  To demonstrate throwing underarm with some accuracy.  To demonstrate jumping as far as possible and landing safely with control.  To show good posture when running fast.  To demonstrate rolling a ball with some accuracy and control.  To complete a running and jumping course.  To demonstrate the skills of running and changing direction. | **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. |
| **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 | **Gym**  To demonstrate different shapes in a sequence.  To demonstrate a sequence using travelling, and 2 balances on large body parts.  To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. | **Dance- Fire, Fire**  To experiment with travelling dances, creating our own movements.  To learn a dance as a class, performing the movements correctly and in the right order  To learn and create ways of moving around obstacles.  To develop stillness and balance skills.  To demonstrate a range of movement qualities with the body  To work well with a team to make shapes with your bodies  To use action words to create interesting movement ideas | **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** | **Hey You!**  How pulse, rhythm and pitch work together. Listen and clap back, then listen and clap your own answer (rhythms of words). | **Christmas**  Christmas Production with KS1/EYFS | **Rhythm in the way/Banana Rap**  Pulse, rhythm and pitch, rapping, dancing and singing. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. | **In the Groove**  How to be in the groove with different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D | **Your Imagination**  Using your Imagination in the style of Pop music. Take it in turns to improvise using D or D and E. | **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. |