

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Where do we live?	What a Wonderful World!	London’s Burning!	An African Adventure	Sun, Sea and Sand	
SEN Story sacks	Where I Live https://www.amazon.co.uk/Where-I-Live-Khja-Pledger/dp/80998DC7ML/ref=sr_1_1?crid=2FC28W1XT5ONH&keywords=where+i+live&qid=1689445550&s=books&prefix=where+i+live%2Cstripbooks%2C126&sr=1-1	Molly McDrew: An Adventure Around the World https://www.amazon.co.uk/Molly-McDrew-Adventure-Around-World/dp/1739124804/ref=sr_1_1?crid=1EQ8PU824KMJIV&keywords=molly+mcdrew+around+the+world&qid=1689446100&s=books&prefix=molly+mcdrew%2Cstripbooks%2C147&sr=1-1	Molly McDrew: The Great Fire of London https://www.amazon.co.uk/Molly-McDrew-Great-Fire-London/dp/1739124820/ref=sr_1_1?crid=3DO6BRHDX2H1T&keywords=molly+mcdrew&qid=1689446369&s=books&prefix=molly+mcdrew%2Cstripbooks%2C153&sr=1-1	A is for Africa by Kunda Kids: A fun ABC adventure book for children about Africa. https://www.amazon.co.uk/Africa-Kunda-Kids-adventure-children/dp/1739726928/ref=sr_1_6?crid=W17VZ53SQSSY&keywords=africa+childrens+book&qid=1689446138&s=books&prefix=africa+childrens+book%2Cstripbooks%2C196&sr=1-6 Handa’s Surprise	Sand Between My Toes (Child's Play Library) https://www.amazon.co.uk/Sand-Between-Toes-Caroline-Cross/dp/1786283492/ref=sr_1_11?crid=3E20M1MCDMRSUL&keywords=the+seaside+book+children&qid=1689446222&s=books&prefix=the+seaside+book+children%2Cstripbooks%2C157&sr=1-11	
Author	Floella Benjamin		Nick Butterworth		Janet and Allan Ahlberg	
Grammar	Nouns Vowels and Consonants Demarcating Sentences Forming nouns using ‘ness’ Punctuating Sentences Adjectives Compound Words Adjectives with ‘er’ and ‘est’ Subordination Statements and Exclamations		Noun Phrases Homophones Forming adjectives -ful & -ness Questions and Commands Verbs Singular and Plural Adverbs with ly Commas in lists Changing Adjectives to verbs		Adverbs Word Classes Coordination Apostrophes for Possession Past and Present Tense Recap Pronouns Forming nouns Progressive tense Apostrophes for Contractions	
Writing	Retell: Coming to England Letter: My Two Grannies/ Grandads	Instructions: How to get to... Narrative: T’was the night before Christmas	London’s Burning		We’re going on a lion hunt	Lighthouse Keeper’s Lunch
Emerald English	On the Way Home – Jill Murphy There’s a snake in my School – David Walliams	The Invisible – Tom Percival Zog – Julia Donaldson	One Snowy Night – Nick Butterworth George and the Dragon – Chris Wormall	A Little Bit Brave – Nicola Kinnear Handa’s Hen – Eileen Browne	Burglar Bill – Janet and Allan Ahlberg Cops and Robbers - Janet and Allan Ahlberg	The Rainbow Fish – Marcus Pfister Ruby’s Worry – Tom Percival
Reading/ Phonics	Follow Read Write Inc					
Maths	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length And Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
LoTc		Walking Healey Dell	Local walk	Climbing Wall Archery	Paddle sports Moorland Home	Seaside



Visits/ Experiences/	World Culture Day (Ireland) (Touchstones John Bright workshop)	Enterprise Week (Christmas decorations)	Fireground	Swimming	Moorland Home (Touchstones African clay workshop)	The beach (Holiday loans box)
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Science	Working Scientifically 2A asking simple questions and recognising that they can be answered in different ways 2B observing closely, using simple equipment 2C performing simple tests 2D identifying and classifying 2E using their observations and ideas to suggest answers to questions 2F gathering and recording data to help in answering questions				
	Animals (Growth and Survival) 2A notice that animals, including humans, have offspring which grow into adults 2B find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 2C describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Scientists and Inventors Isaac Newton - Gravity	Living things and their habitats 2A explore and compare the differences between things that are living, dead, and things that have never been alive 2B identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 2C identify and name a variety of plants and animals in their habitats, including micro-habitats 2D describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Materials 2A identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 2B find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Scientists and Inventors Isaac Newton - Light	Plants 2A observe and describe how seeds and bulbs grow into mature plants 2B find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Scientists and Inventors



Computing	E-safety Self-image and Identity: I know the importance of self-image and Identity online (Spring 1) Online relationships: I know how online relationships can be positive and negative Online reputation: I know the importance of positive online reputation Online bullying: I know the impact online bullying has and how to prevent it Health, well-being and lifestyle: I know the impact that technology has on my Health, Wellbeing and Lifestyle (Autumn 1) Privacy and security: I know which strategies I can use to keep myself secure and private online (Autumn 2)				
	Computing systems and networks – IT around us 1.1 Can they recognise features of information technology? 1.2 Do they know how information technology is used in school? 1.3 Do they know how information technology can be used beyond school? 1.4 Do they know how information technology helps us? 1.5 Do they know how to use information technology safely? 1.6 Do they know that choices are made when using information technology?	Creating media - Digital music 5.1 Can they say how music can make us feel? 5.2 Do they know that there are patterns in music? 5.3 Can they experiment with sound using a computer? 5.4 Can they use a computer to create a musical pattern? 5.5 Can they create music for a purpose? 5.6 Can they review and refine their computer work?	Creating media – Digital photography 2.1 Can they use a digital device to take a photograph? 2.2 Can they make choices when taking a photograph? 2.3 Do they know what makes a good photograph? 2.4 Do they know how photographs can be improved? 2.5 Can they use tools to change an image? 2.6 Do they recognise that photos can be changed?	Programming A – Robot algorithms 3.1 Can they describe a series of instructions as a sequence? 3.2 Do they know what happens when we change the order of instructions? 3.3 Can they use logical reasoning to predict the outcome of a program? 3.4 Do they know that programming projects can have code and artwork? 3.5 Do they know how to design an algorithm? 3.6 Can they create and debug a program that they have written?	Programming B - Programming quizzes 6.1 Do they know that a sequence of commands has a start? 6.2 Do they know that a sequence of commands has an outcome? 6.3 Can they create a program using a given design? 6.4 Can they change a given design? 6.5 Can they create a program using their own design? 6.6 Can they decide how their project can be improved?



Art	<p>Digital Postcard: where I live Use of IT I2A Can they create a picture independently? I2B Can they use simple IT mark-making tools, eg brush and pen tools? I2C Can they edit their own work? I2D Can they take different photographs of themselves displaying different moods? I2E Can they change their photographic images on a computer?</p> <p>Textiles T2A Can they join fabric using glue? T2C Can they create part of a class patchwork?</p>	<p>Yayoi Kusama Painting P2A Can they mix paint to create all the secondary colours? P2B Can they mix and match colours and predict outcomes? P2C Can they mix their own brown? P2D Can they make tints by adding white? P2E Can they make tones by adding black?</p> <p>Knowledge K2A Can they say how other artists have used colour, pattern and shape? K2B Can they create a piece of work in response to another artist's work?</p> <p>Textiles (DT Decorations) T2B Can they sew fabric together?</p>	<p>Sparks and Flames Collage C2A Can they create individual and group collages? C2B Can they use different kinds of materials on their collage and explain why they have chosen them? C2C Can they use repeated patterns in their collage?</p> <p>Drawing D2C Can they create different tones using light and dark?</p>	<p>African Art (headdresses) Printing PR2A Can they create a print using pressing, rolling, rubbing and stamping? PR2B Can they create a print like a designer?</p>	<p>African Art (Touchstones) 3D/Sculpture S2A Can they make a clay pot? S2B Can they join two finger pots together? S2C Can they add line and shape to their work?</p>	<p>Seaside sketches Drawing D2A Can they use three different grades of pencil in their drawing (4B, 8B, HB)? D2B Can they use charcoal, pencil and pastels? D2D Can they show patterns and texture in their drawings? D2E Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p> <p>K2C Do they know how to compare the work of different artists?</p>
	<p>Design: 2A Can they think of ideas and plan what to do next? 2B Can they choose the best tools and materials and explain why they think they are the best?</p> <p>Make: 2F Can they measure materials to use in a model or structure? 2G Can they use joining, folding or rolling to make their product stronger? 2H Can they add some kind of design to their product?</p> <p>Evaluate: 2C Can they describe their design by using pictures, diagrams, models and words? 2E Can they discuss what went well with their plan and what they might want to improve next time?</p>	<p>Delightful Decorations (Enterprise Week)</p> <p>2A 2G 2H 2C 2E</p>	<p>Moving Minibeasts 2D Can they join things (materials/ components) together in different ways that also include moving parts?</p>		<p>Flying Kites (Science - Materials) 2I Can they measure, cut and join textiles accurately to make something? 2J Can they explain why they chose a certain textile?</p>	<p>Seaside Snacks 2K Can they plan and prepare a simple dish using a variety of ingredients? 2L Can they describe the properties of the ingredients they are using? 2M Can they explain and show what it means to be hygienic? 2N Can they explain where certain familiar foods come from?</p>



Geography	<p>2A Can they label a diagram, aerial photograph or plan perspective to recognise landmarks and human and physical features?</p> <p>2B Can they find out about their locality by using different sources of evidence?</p> <p>2C Can they find out about a locality by asking questions to someone else?</p> <p>2D Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>2G Can they describe some human features, (including the jobs people do) of their own locality and a <u>country</u> in Africa?</p> <p>2H Do they think that people ever spoil the area? How?</p> <p>2I Do they think that people try to make the area better? How?</p> <p>2K Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house', 'factory', 'office'?</p> <p>2L Can they describe some physical features of their own locality and a <u>country</u> in Africa?</p> <p>2M Can they explain what makes a locality special?</p> <p>2N Can they describe some places which are not near the school?</p> <p>2T Can they name, locate and identify characteristics of the four countries and capital cities of the UK?</p> <p>2U Can they find where they live on a map of the UK?</p> <p>2V Can they tell someone their address?</p>	<p>2E Can they use world maps, atlases and globes to identify countries, continents and oceans studied?</p> <p>2R Can they name the continents of the world and find them in an atlas?</p> <p>2S Can they name the world's oceans and find them in an atlas?</p>		<p>2G Can they describe some human features, (including the jobs people do) of their own locality and a <u>country</u> in Africa?</p> <p>2J Can they explain what facilities a town or village might need in their own locality and a <u>country</u> in Africa?</p> <p>2L Can they describe some physical features of their own locality and a <u>county</u> in Africa?</p> <p>2O Can they describe a place outside Europe using geographical words?</p>	<p>Moorland Home</p> <p>2F Can they devise a map and use simple compass directions (N, S, E and W) to describe the locations of features and routes?</p>	<p>2D Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>2P Can they describe some of the features associated with an island?</p> <p>2Q Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley', 'port', 'harbour'?</p>
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History	<p>Where do I live? 2A Can they use words and phrases like: before I was born, when I was younger? 2D Can they use a range of appropriate words and phrases to describe the past? 2F Can they find out something about the past by talking to an older person? 2G Can they answer questions by using a specific source, such as an information book?</p> <p>Significant individuals- John Bright (Touchstones)</p> <p>Town Hall visit/Pioneers Museum</p>	<p>Remembrance Sunday 2I Can they research about a famous event that happened in Britain and why it has been happening for some time? 2G Can they answer questions by using a specific source, such as an information book?</p>	<p>London’s Burning 2B Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their... 2C Can they use words like 'past' and 'present' accurately? 2E Can they sequence a set of events in chronological order and give reasons for their order? 2H Can they research the life on a famous Briton from the past using different resources to help them? 2G Can they answer questions by using a specific source, such as an information book?</p> <p>Significant individuals- Samuel Pepys</p>		<p>Significant individuals- Robin Hood</p>	
MFL (French)	N/A					



Music	<p>Instruments (Musical Story telling)</p> <p>2C Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p>2D Can they perform with others? P</p> <p>2E Can they play simple rhythmic patterns on an instrument? P</p> <p>2F Can they sing/clap a pulse increasing or decreasing in tempo? P</p> <p>2L Can they improve their own work? A</p> <p>2M Can they listen out for particular things when listening to music? A</p> <p>KAPOW</p> <p><i>Identify sections of the music where the tempo changes.</i></p> <p><i>Correctly describe sections of music as fast or slow.</i></p> <p><i>Point out moments in the music where the dynamics change.</i></p> <p><i>Accurately describe dynamic changes as soft or loud.</i></p> <p><i>Give specific examples of how the music corresponds to actions in the story.</i></p> <p><i>Provide clear and specific examples of how music supports the story.</i></p> <p><i>Justify tempo and dynamic choices made to represent a character, event or feeling.</i></p> <p><i>Suggest appropriate musical dynamics and tempo changes for different scenes of the story.</i></p> <p><i>Work as part of a group to rehearse a performance.</i></p> <p><i>Perform confidently using appropriate instrumental sounds.</i></p> <p><i>Play their part at appropriate tempo and dynamics.</i></p>	<p>Production – Nativity</p> <p>2A Do they sing and follow the melody (tune)? P</p> <p>2B Do they sing accurately at a given pitch? P</p>	<p>Pitch (Musical me)</p> <p>2B Do they sing accurately at a given pitch? P</p> <p>2D Can they perform with others? P</p> <p>2F Can they sing/clap a pulse increasing or decreasing in tempo? P</p> <p>2H Can they use symbols to represent sounds? C</p> <p>2I Can they make connections between notations and musical sounds? C</p> <p>2K Can they choose sounds which create an effect? C</p> <p>2M Can they listen out for particular things when listening to music? A</p> <p>KAPOW</p> <p><i>Move their eyes from left to right to read pitch patterns.</i></p> <p><i>Sing high and low notes including the notes in between.</i></p> <p><i>Play a pattern of high and low notes on an instrument.</i></p> <p><i>Read notation from left to right.</i></p> <p><i>Draw high and low sounds using dots at the top and bottom of a page, respectively.</i></p> <p><i>Recognise when notes stay the same.</i></p> <p><i>Recognise missing notes on a stave.</i></p>	<p>Call & response (Animals)</p> <p>2A Do they sing and follow the melody (tune)? P</p> <p>2B Do they sing accurately at a given pitch? P</p> <p>2D Can they perform with others? P</p> <p>2E Can they play simple rhythmic patterns on an instrument? P</p> <p>2J Can they create music in response to different starting points? C</p> <p>2K Can they choose sounds which create an effect? C</p> <p>2L Can they improve their own work? A</p> <p>KAPOW</p> <p><i>Use dynamics when creating sound.</i></p> <p><i>Play in time with a group.</i></p> <p><i>Experiment with different sounds on the same instrument.</i></p> <p><i>Clap the animal sound patterns mostly accurately.</i></p> <p><i>Clap the sound patterns in time with the pulse of the backing track.</i></p> <p><i>Demonstrate both a call and response.</i></p> <p><i>Copy a sound pattern using an instrument.</i></p> <p><i>Playing either a call and/or response role in time with another pupil.</i></p> <p><i>Perform a composition.</i></p>	<p>Structure (Myths and legends)</p> <p>2C Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p>2D Can they perform with others? P</p> <p>2G Can they order sounds to create a beginning, middle and end? C</p> <p>2H Can they use symbols to represent sounds? C</p> <p>2J Can they create music in response to different starting points? C</p> <p>2K Can they choose sounds which create an effect? C</p> <p>2M Can they listen out for particular things when listening to music? A</p> <p>KAPOW</p> <p><i>Recognise, play and write rhythms with one beats and paired half beats.</i></p> <p><i>Show a rest beat using a silent movement.</i></p> <p><i>Read and follow a structure from left to right.</i></p> <p><i>Add rhythms to a structure to create a beginning, middle and end.</i></p> <p><i>Work well as part of a group, listening to others and respecting their ideas.</i></p> <p><i>Maintain a steady beat.</i></p> <p><i>Use a thinking voice to play rhythms on an instrument.</i></p>	<p><i>Singing (On this island)</i></p> <p>2A Do they sing and follow the melody (tune)? P</p> <p>2B Do they sing accurately at a given pitch? P</p> <p>2C Can they perform simple patterns and accompaniments keeping a steady pulse? P</p> <p>2D Can they perform with others? P</p> <p>2G Can they order sounds to create a beginning, middle and end? C</p> <p>2J Can they create music in response to different starting points? C</p> <p>2K Can they choose sounds which create an effect? C</p> <p>2L Can they improve their own work? A</p> <p>2M Can they listen out for particular things when listening to music? A</p> <p>KAPOW</p> <p><i>Breathe after each phrase in a song when singing.</i></p> <p><i>Sing a song from memory.</i></p> <p><i>Use different pitches while singing (high and low notes).</i></p> <p><i>Sing lyrics accurately.</i></p> <p><i>Perform actions that match lyrics.</i></p> <p><i>Collaborate and communicate within a group.</i></p> <p><i>Use sounds creatively to represent a chosen environment.</i></p> <p><i>Perform a composition.</i></p> <p><i>Apply pitch and dynamics to enhance a composition.</i></p> <p><i>Read notation from left to right.</i></p>
PE						



PSHE	<p>Being Me in My World:</p> <ol style="list-style-type: none">1. Understand the rights and responsibilities of class members2. Know about rewards and consequences and that these stem from choices3. Know that it is important to listen to other people4. Understand that their own views are valuable5. Know that positive choices impact positively on self-learning and the learning of others6. Identifying hopes and fears for the year ahead <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Know how to make their class a safe and fair place• Show good listening skills• Be able to work co-operatively <p>PANTS talk with Mrs Matthews</p>	<p><i>Celebrating Differences:</i></p> <ol style="list-style-type: none">1. Know the difference between a one-off incident and bullying2. Know that sometimes people get bullied because of difference3. Know that friends can be different and still be friends4. Know there are stereotypes about boys and girls5. Know where to get help if being bullied6. Know that it is OK not to conform to gender stereotypes7. Know it is good to be yourself8. Know the difference between right and wrong and the role that choice has to play in this <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Explain how being bullied can make someone feel• Know how to stand up for themselves when they need to• Understand that everyone’s differences make them special and unique	<p>Dreams and Goals:</p> <ol style="list-style-type: none">1. Know how to choose a realistic goal and think about how to achieve it2. Know that it is important to persevere3. Know how to recognise what working together well looks like4. Know what good group-working looks like5. Know how to share success with other people <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Recognise how working with others can be helpful• Be able to work effectively with a partner• Be able to choose a partner with whom they work well• Be able to work as part of a group	<p>Healthy Me:</p> <ol style="list-style-type: none">1. Know what their body needs to stay healthy2. Know what relaxed means3. Know why healthy snacks are good for their bodies4. Know which foods given their bodies energy5. Know that it is important to use medicines safely6. Know what makes them feel relaxed/stressed7. Know how medicines work in their bodies8. Know how to make some healthy snacks <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Feel positive about caring for their bodies and keeping it healthy• Have a healthy relationship with food• Desire to make healthy lifestyle choices	<p>Relationships:</p> <ol style="list-style-type: none">1. Know that there are lots of forms of physical contact within a family2. Know how to stay stop if someone is hurting them3. Know there are good secrets and worry secrets and why it is important to share worry secrets4. Know what trust is5. Know that everyone’s family is different6. Know that families function well when there is trust, respect, care, love and co-operation7. Know some reasons why friends have conflicts8. Know that friendships have ups and downs and sometimes change with time9. Know how to use the Mending Friendships or Solve it together problem-solving methods <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Can recognise and talk about the types of physical contact that is acceptable or unacceptable• Can identify the negative feelings associated with keeping a worry secret• Can identify who they trust in their own relationships	<p>Changing Me:</p> <ol style="list-style-type: none">1. Know the physical differences between male and female bodies2. Know that private body parts are special and that no one has the right to hurt these3. Know who to ask for help if they are worried or frightened4. Know there are different types of touch and that some are acceptable and some are unacceptable5. Know the correct names for private body parts6. Know that life cycles exist in nature7. Know that aging is a natural process including old age8. Know that some changes are out of an individual’s control9. Know how their bodies have changed from when they were a baby and that they will continue to change as they age <p>Social & Emotional skills:</p> <ul style="list-style-type: none">• Can say who they would go to for help if worried or scared• Can say what types of touch they find comfortable/uncomfortable• Be able to confidently ask someone to stop if they are being hurt or frightened



RE	<p>Key Question: 1.2</p> <p><u>Who is a Muslim and what do they believe?</u></p> <p>2A Can they talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)?</p> <p>2B Can the re-tell a story about the life of the Prophet Muhammad (A2)?</p> <p>2C Can they recognise some objects used by Muslims and suggest why they are important (A2)?</p> <p>2D Can they identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)?</p> <p>2E Can they find out about and respond with ideas to examples of cooperation between people who are different (C2)?</p>	<p>Key Question: 1.3</p> <p><u>Who is Jewish and what do they believe?</u></p> <p>2F Can they talk about how the Mezuzah in the home reminds Jewish people about God (A3)?</p> <p>2G Can they talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)?</p> <p>2H Can they re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2)?</p>	<p>Key Question: 1.4</p> <p><u>What can we learn from sacred books?</u></p> <p>2I Can they recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)?</p> <p>2J Can they re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2)?</p> <p>2K Can they ask and suggest answers to questions arising from stories Jesus told and from another religion (C1)?</p> <p>2L Can they talk about issues of good and bad, right and wrong arising from the stories (C3)?</p> <p><u>New topic after curriculum update:</u></p> <p>Key question: 1.6</p> <p><u>How and why do we celebrate special and sacred times?</u></p>	<p>Key Question:1.8</p> <p><u>How should we care for others and the world, and why does it matter?</u></p> <p>2M Can they retell Bible stories and stories from another faith about caring for others and the world (A2)?</p> <p>2N Can they identify ways that some people make a response to God by caring for others and the world (B1)?</p> <p>2O Can they talk about issues of good and bad, right and wrong arising from the stories (C3)?</p> <p>2P Can they talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this i dea more (C2)?</p> <p>2Q Can they use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)?</p>
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