

Cycle 'A' Yearly Planner 2021-2022



	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 5 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Learning Challenge Curriculum</b>	Why would a dinosaur not make a good pet?  (Science Y2 Wild)	Where do and did the wheels of the bus go?  (History Y1 Naughty Bus)	What is our school made of?  (Science Y2 Traction man)	Where would you prefer to live England or Kenya?  (Geography Y2 Lila and the secret of Rain)	Is the Wii/X-Box better than Grandma or Grandad's old toys?  (History Y1 Dogger)	How old are the trees around us?  (Science Y2 Little Evie)
<b>Weekly questions</b>	pg4	Pg6	Pg7	Pg6	Pg6	Pg7
<b>Core Text and Writing Outcomes</b>  <b>Y1 specific</b>  <b>Y2 specific</b>	<p><b>Transition: Display work:</b> Aspirations</p> <p><b>Text 1:</b> Gingerbread Man</p> <p><b>Fiction: Narrative:</b> Retell the story (TfW)</p> <p><b>Text 2:</b> Wild by Emily Hughes</p> <p><b>Fiction: Narrative:</b> Retell the story and innovation (TfW and Diff Texts)</p> <p><b>Non-Fiction: Non-Chron:</b> Woodland animals</p> <p><b>Text 2:</b> Owl Babies</p>	<p><b>Text 1: Little Red Riding Hood</b></p> <p><b>Fiction: Narrative:</b> Retell the story with innovation and embellishment</p> <p><b>Text 2: Katie in London/ Paddington in London</b></p> <p><b>Fiction: Narrative:</b> Retell the story with innovation and embellishment</p> <p><b>Non-Fiction: Non-chron:</b> Fact file on a landmark/ London (Paddington goes to... text)</p>	<p><b>Text 1:</b> Traction Man by Mini grey</p> <p><b>Fiction: Narrative:</b> Retell the story and innovation</p> <p><b>Non-Fiction: Instructions:</b> How to make Traction Man</p> <p><b>Non-Fiction: Information:</b> Materials – English leads to confirm year group</p>	<p><b>Text 1: Non-fiction: Non-chron:</b> Jungle animal (on a crocodile) – use this knowledge to innovate a character in the enormous croc.</p> <p><b>Text 2:</b> The Enormous Crocodile by Roald Dahl <b>Y2 to play 2 pranks Y1 to focus on one strand/ one prank</b></p>	<p><b>Text 1: Dogger by Shirley Hughes</b></p> <p><b>Fiction: Narrative:</b> Retell the story and innovate through differentiated texts and TfW.</p> <p><b>Non-Fiction: Recount:</b> Brampton museum visit recount</p> <p><b>Text 2: Old bear – Jane Hissy</b></p> <p><b>Non-Fiction:</b> Write a non-chron on an old toy – Look at History objectives (compare).</p>	<p><b>Text 1: The Disgusting Sandwich</b></p> <p><b>Fiction: Narrative:</b> Retell the story with embellishment.</p> <p><b>Non-Fiction: Instructions:</b> How to make a disgusting sandwich</p> <p><b>Text 2: Peace at last by Jill Murphy Smeds and the Smoos transition unit</b></p> <p><b>Fiction: Narrative:</b> Retell the story and simple embellishment through differentiated texts and TfW.</p>

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	<p><b>Fiction: Narrative: Retell the story and innovation (TfW)</b></p>	<p><b>Christmas poetry: Counting poem</b></p>	<p><b>Text 2:</b> Freddy's Teddies by Peter Melnyczuk</p> <p><b>Fiction: Narrative:</b> Retell the story and innovation by changing it to first person, animals that he sees on his adventure OR just add lots more detail (embellishment).</p> <p>TEDDY BEAR PICNIC invite special guests</p>	<p><b>Fiction: Narrative:</b> Retell the story and innovation</p> <p><b>Non-fiction: Non-chron: Report on Kenya and the UK (comparison) (in topic)</b></p>		<p><b>One Author/One book one school</b></p>
<p><b>Poetry</b></p>	<p>Poetry: Animal Counting Poem</p> <p>Giraffes Can't Dance by Giles Andreae</p>	<p>Transport poems – Vroom, Vroom – poems about things with wheels – Paul Nicholls (The Song of the Train)</p>	<p>Machine Poetry – Nick Sharratt and Jill Bennet</p> <p>Mrs Noah's Pockets</p>	<p>Bringing the Rain to Kapiti Plain by Verna Aardeema</p> <p>The sun if laughing, A collection of poems by Sue Ellis</p> <p>The Enormous Crocodile Poem - Anon</p>	<p>All Aboard the Toy Train – Tony Bradman</p>	<p>Dragonfly out in the Sun – David Windle</p> <p>Simile poems</p>

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<p><b>Reading / Additional reading</b></p>	<p>The Little Gardener by Emily Hughes  (Make character comparisons)  Bog Baby</p>	<p>The Queens Hat by Steve Antony  Pussy Cat, Pussy Cat where have you been? By Russell Punter and Dan Taylor  Non-fiction books about transport  Naughty Bus</p>	<p>Traction Man meets Turbo-Dog by Mini Grey  Comics  Dogger –Shirley Hughes</p>	<p>Handa’s Suprise by Eileen Browne  Lila and the Secret of Rain – David Conway  We planted a tree by Diane Muldrow  Non fiction texts about Kenya  Discover Kenya by Paul Harrison  Kenya A-Z by Justine Fontes</p>	<p>Lucy loses red ted – Geraldine Kaye  Granpa by John Burningham  Toy boat by Randall de Seve  I love you blue  Kangaroo by Emma Chichester Clark  Non-fiction books about toys</p>	<p>The Good Little Wolf – Nadia Shireen/Wolves – Emily Gravett  Other wolf stories  Non-fiction texts about plants and animals  Little Evie in the Wild Wood – Jackie Morris/ Little Red Riding Hood</p>
<p><b>Maths</b>  <b>Y1 specific</b>  <b>Y2 specific</b></p>	<p>Unit 1: Numbers to 10 Unit 2: Part-whole within 10 Unit 6: Numbers to 20 Unit 3: Addition and subtraction within 10 Unit 4: Addition and subtraction within 10 Unit 7: Addition within 20 Unit 8: Subtraction within 20  Unit 1: Numbers to 100 Unit 2: Addition and subtraction Unit 3: Addition and subtraction Unit 4: Money</p>	<p>Unit 12: Multiplication Unit 13: Division Unit 9: Numbers to 50 Unit 10: Length and height Unit 5: 2D and 3D shapes Unit 14: Halves and quarters  Unit 5: Multiplication and division Unit 6: Multiplication and division Unit 7: Statistics Unit 8: Length and height Unit 9: Properties of shape Unit 10: Fractions</p>	<p>Unit 15: Position and direction Unit 17: Time Unit 16: Numbers to 100 Unit 18: Money Unit 11: Weight and volume  Unit 11: Position and direction Unit 13: Time Unit 12: Problem solving and efficient methods Unit 11: Weight, volume and temperature</p>			

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<p><b>Curriculum Links – Science/ Geography / History/</b></p> <p><b>Y1 specific</b></p> <p><b>Y2 specific</b></p>	<p>Science – Classify things by living, dead or never lived, Know how a specific habitat provides for the basic needs of things living there (plants and animals), Match living things to their habitat, Name some different sources of food for animals, Know about and explain a simple food chain</p> <p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores; Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); Identify, name, draw and label the basic parts of the human body and say which part of the human</p>	<p>History- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time, changes within living memory.</p> <p>Geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment, use basic geographical vocabulary</p> <p>Local history – Pottery industry</p> <p>Name a famous person from the past and explain</p>	<p>Science – Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and</p>	<p>Additional Science unit – how will 5 a day make me healthy?-Know why exercise, a balanced diet and good hygiene are important for humans</p> <p>Geography – understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</p>	<p>History – Changes from living memory</p> <p>Know that the toys their grandparents played with were different to their own, Organise a number of artefacts by age, Know what a number of older objects were used for, Know the main differences between their school days and that of their grandparents</p>	<p>Science – Plants – Identify and name a variety of common wild and garden plants, including deciduous and ever green trees, Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identification and labelling of plants. Structure of plants, Grow seeds/ Vegetables. Know and name a variety of common wild and garden plants, Know and name the petals, stem, leaves and root of a plant, Know and name the roots, trunk, branches and leaves of a tree</p> <p>Science – Animals - Know the basic stages in a life cycle for animals, (including humans)</p>
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	<p>body is associated with each sense.</p>	<p>why they are famous (Clarice Cliff?)</p>	<p>rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>relation to the Equator and the North and South Poles, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Science link to seasonal and daily weather patterns and what plants need to grow</p>		<p>Geography – local environment / map work – our school/area.</p> <p>Know and use the terminologies: left and right; below, next to</p>
<p><b>Art/ D&amp;T / Music / Computing</b></p>	<p>Art – Recreate fossils using a viewfinder and different pencil shades - Choose and use three different grades of pencil when drawing, know how to use charcoal, pencil and pastel to create art, know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>ART - ARTIST Study – Clarice Cliff and recreate work - Know how to cut, roll and coil materials, describe what can be seen and give an opinion about the work of an artist, ask questions about a piece of art</p>	<p>D&amp;T- Design and make Traction Man’s cape using different materials and evaluate its effectiveness - Choose tools and materials and explain why they have chosen them, join materials and</p>	<p>Art – Kenya Kenti-clothes (Printed pieces of artwork) - Know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p>	<p>D&amp;T – Design and make a moving toy - Make a product which moves, describe how something works, explain what works well and not so well in the model they have made</p> <p>Music – Charanga (Your imagination)</p>	<p>D&amp;T – Plan, make and evaluate sandwiches for the picnic in the park</p> <p>D&amp;T – sewing- design, make evaluate a Smeg sock/hand puppet/doll. (binca) - Join materials and components in different ways</p>

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	<p>Art – Colour mixing – creating an underwater habitat - Know how to mix paint to create all the secondary colours, know how to create brown with paint, know how to create tints with paint by adding white and know how to create tones with paint by adding black</p> <p>Computing - Computing systems and networks - Information Technology around us – (Teach from Year 1 unit – curriculum deficit <b>but challenge Year 2's to identify different types of computers and uses that computers have</b>).</p> <p>Music – Hand, feet heart</p>	<p>Music – Charanga (Reflect, rewind and replay)</p> <p>Computing – Data and information: Grouping data</p>	<p>components in different ways, measure materials to use in a model or structure, think of an idea and plan what to do next</p> <p>Computing – Creative Media: Digital writing (Teach from Year 1 unit for all – curriculum deficit) – <i>could use this for non-chron.</i></p> <p>Music –I wanna play in a band</p>	<p>Artist study: Martin Bulinya</p> <p>Art – African silhouette art (Pencil, pastel, paint mixing) - Choose and use three different grades of pencil when drawing, know how to use charcoal, pencil and pastel to create art</p> <p>Art- Easter card weaving/ peer assessment opportunity.</p> <p>D&amp;T – weigh ingredients and describe ingredients used when making a rainbow kebab using Kenyan fruits</p> <p>Music – zootime</p>	<p>Computing – Programming A – Moving a robot (Teach from Year 1 unit – curriculum deficit. <b>Year 1 plan algorithms orally but challenge Year 2's to plan and record algorithms before testing</b>).</p>	<p>Computing – Programming B – Introduction to animation (Teach from Year 1 unit – curriculum deficit).</p> <p>Music –reflect, rewind and replay.</p>
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<b>Enrichment activities</b>	Mindfulness & self-reflection / Artist studies		Communication and Performance (Show and tell/drama) / Outdoor learning		Community Explorers (past and present) / Cooking and healthy eating	
<b>RE</b>	1.2 Who do Christians say made the world?	1.1 What do Christians believe God is like? (including reading Christmas story)	1.7 Who is Jewish and how do they live? Part 1	1.8 What makes some places sacred to believers? (C,M) (including reading Easter story)	1.7 Who is Jewish and how do they live? Part 2	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
<b>PE</b>	Power of PE - Multi sports	Power of PE - Gymnastics	Power of PE - Football	Power of PE - Dance	Power of PE – Athletics	Power of PE – Striking and Fielding
<b>PSHE/RSE</b>	Core Theme 1 - Unit 3- Changing and growing (RSE - Online relationships Families and people who care about me) <b>SAFETY LESSON</b> Core Theme 1- Unit 5 – Keeping	Core Theme 3 –Unit 1- Rules and Responsibility (RSE: Being safe (Link to key English text) Respectful relationships	Core Theme 3 – Unit 2 - Communities (RSE - Online relationships Being safe)	Core Theme 2 - Unit 3 - Fairness (RSE - Online relationships) <b>SAFETY LESSON:</b> Core Theme 1 - Unit 5 - Keeping safe –	Core Theme 2- Unit 4 – Friends and Family (RSE: Families and people who care about me Unit Respectful relationships).	Core Theme 3 - Unit 3 – money and finance (RSE - Online relationships Caring friendships and Respectful friendships) <b>SAFETY LESSON:</b> Core Theme 1 - Unit 5 –

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	<p>Safe –personal safety/ E- safety <i>including self-image and Identity (see separate planning)</i></p> <p><b>E-SAFETY LESSON:</b> Online relationships</p>	<p>Families and people who care about me Unit).</p> <p><b>SAFETY LESSON</b> Core Theme 1- Unit 5 – Road safety</p> <p><b>E-SAFETY LESSON</b> Copyright and ownership</p>	<p><b>SAFETY LESSON:</b> Core Theme 1 - Unit 5 - Keeping safe – road safety/ internet safety</p> <p><b>E-SAFETY LESSON:</b> Managing Online Information</p>	<p>medicine and e-safety</p> <p><b>E-SAFETY LESSON:</b> Health Wellbeing and Lifestyle</p>	<p><b>SAFETY LESSON</b> Core Theme 1- Unit 5 – Keeping Safe – Sun safety/water safety</p> <p><b>E-SAFETY LESSON</b> Privacy and Security</p>	<p>keeping safe – water safety/ stranger danger/ e-safety</p> <p><b>E-SAFETY LESSON:</b> Copyright and ownership</p>
<b>SMSC/ British Values</b>	<p>Harvest</p> <p>Rule of Law</p> <p>Eid/Good to be me</p> <p>Tolerance and Beliefs</p>	<p>Christmas</p> <p>Children in need</p> <p>Anti bullying – tolerance</p> <p>Remembrance day – Tolerance</p> <p>Bonfire night – Rule of Law</p>	<p>Chinese New Year – Tolerance and Respect</p> <p>Shove Tuesday - Spiritual</p>	<p>World book day</p> <p>Mother’s day</p> <p>Comic relief/ Sport Relief</p> <p>Ash Wednesday</p> <p>Easter</p>	<p>Democracy – OBOS</p> <p>Sports Day - Respect</p>	<p>Democracy – OBOS</p> <p>Fathers Day</p>
<b>Disney link</b>	The Land Before Time	Cars	Pinocchio	Lion King	Toy Story	Snow White and the Seven Dwarfs

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<p><b>Trips/WOW's/ Fundraising</b></p>	<p>WOW: Pond dipping at Forest Park</p> <p>Possible trips: Peak Wildlife Biddulph Grange Garden Burslem Park Apedale Heritage centre ponds or country park Hanley museum to look at fossils for science</p>	<p>WOW: Bus to arrive in a present box</p> <p>WOW: Local area walk</p> <p>WOW: Visit from a fire engine, ambulance, police?</p> <p>Wow: Trip to the airport?</p>	<p>WOW: Collect together a range of objects and use them to talk about what they are made of/ Have a materials treasure hunt.</p> <p>Visit to a local library for the PSHE communities topic</p> <p>Visit to a local residential home for the PSHE communities topic</p>	<p>WOW: KS1 Kenya exhibition</p> <p>Keele University – African music</p> <p>Pizza express visit – for healthy living or producing food</p>	<p>WOW: Communities enrichment: Local Vicar to visit</p>	<p>WOW: Transition picnic at Forest Park</p> <p>WOW: Skype a farmer</p> <p>Possible trips: Peak Wildlife Biddulph Grange Garden Burslem Park Apedale Heritage centre ponds or country park</p>
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