

Cycle 'B' Yearly Planner 2022 - 2023



	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Learning Challenge Curriculum	Why are humans not like Tigers? (Science Y1 Bog Baby)	How have people like Rosa Parks helped to make the world a better place? (BV LINK) (History Y2 I am Rosa Parks)	Why can't a penguin live near the equator? (Geography Y1 Lost & Found)	What do we know about the Victorians and the way they lived? (BV LINK) (History Y2 – Major Glad Major Dizzy)	Which birds and plants would Peter Rabbit find in our park? (Science Y1 Rabbit Problem)	What do aliens think of life on planet Earth? (Science Y1 Beegu)
Weekly questions	Pg8	Pg6	Pg7	Pg6	Pg6	Pg7
Core Text and Writing Outcomes Y1 specific Y2 specific	Transition text 1: Colour Monster Fiction: Narrative: Retell the story and simple embellishment taught only through talk for writing. Text 2: The tiger who came to tea by Judith Kerr Fiction: Narrative: Retell the story and simple embellishment	Text 1: I am Rosa Parks by Brad Meltzer Non-Fiction: Factual recount: Based on significant person Text 2: The Ugly Duckling Fiction: Narrative: Retell the story and innovation Text 3: One Snowy Night by Christina Butler	Text 1: Lost and Found – Oliver Jeffers / Poles Apart by Jeanne Willis Non-Fiction: Non-chron: Fact file on a penguin. Fiction: Narrative: Retell the story and simple embellishment through TfW. Text 2: Beegu by Alexis Deacon	Text 1: Oliver Twist – Usbourne Narrative: Retell the part of the story with embellishment. Text 1: Oliver Twist – Charles Dickens: Oliver Twist (Easy Classics): The Charles Dickens Children's Collection (Easy Classics) Or Text 1: A stand-alone English text English leads to confirm who for?	Text 1: Jack and the Beanstalk Fiction: Narrative: Retell the story and innovation taught only through talk for writing. Text 2: The Enormous Turnip by Aleksey Nikolayevich Tolstoy Fiction: Narrative: Retell the story and innovation taught	Text 1: The way back home by Oliver Jeffers Fiction: Narrative: Retell the story and simple embellishment through TfW. Text 2: Peace at last by Jill Murphy Smeds and the Smoos transition unit Fiction: Narrative: Retell the story and simple embellishment through differentiated texts and TfW.

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	<p>taught only through talk for writing.</p> <p>Text 3: The Gruffalo by Julia Donaldson</p> <p>Fiction: Narrative: Retell the story and simple embellishment taught only through talk for writing.</p>	<p>Fiction: Narrative: Retell the story taught only through talk for writing.</p>		<p>Non-Fiction: Recount of Blist Hill trip</p>		<p>One Author/One book one school</p>
Poetry	<p>Nursery rhymes</p> <p>At the Zoo by AA Miles</p>	<p>Unique - Anon</p>	<p>Christmas poems</p>	<p>Victorian Poems</p>	<p>Animal poems</p> <p>Rabbits by Matt Mooney</p>	<p>Poet study – Puffin Book of Fantastic</p> <p>First Poems – June Crebbin</p>
Reading / Additional Reading	<p>Welcome to the Jungle</p> <p>The Gruffalo</p> <p>Non-fiction books on pond and woodland animals</p> <p>The Lion who wanted to love</p> <p>The Bear Hunt</p>	<p>The Skin I'm in by Pat Thomas</p> <p>Henry's Freedom box by Ellen Levine</p> <p>Cameron can too by Allie Brooke</p>	<p>Meerkat Mail by Emily Gravett</p> <p>Handas's Surprise by Eileen Browne</p> <p>We planted a tree by Diane Muldrow</p> <p>The Stickman</p> <p>The King of Tiny Things by Jeanie Willis</p>	<p>Daisey Saves the day by Shirley Hughes</p> <p>Major Glad, Major Dizzy</p>	<p>Peter Rabbit – Beatrix Potter</p> <p>The Rabbit Problem by Emily Gravett</p> <p>Weather by Catriona Clarke</p> <p>Non-fiction books about plants and growth.</p>	<p>Q Pootle 5 by Nick Buttersworth</p> <p>Unplugged by Steve Antony</p> <p>Non-fiction books about materials</p>

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<p>Maths</p> <p>Y1 specific</p> <p>Y2 specific</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</p> <p>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</p> <p>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</p> <p>Unit 11: Position and direction Unit 13: Time Unit 12: Problem solving and efficient methods Unit 11: Weight, volume and temperature</p>			
<p>Curriculum Links – Science/ Geography / History/</p> <p>Y1 specific</p> <p>Y2 specific</p>	<p>Science - 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);</p>	<p>History – famous and influential people from History – Rosa Parks and Nelson Mandela, Josiah Wedgewood – trying to abolish slavery (art link on plate with a message) - The lives of significant individuals in the past who have contributed to national and international achievements, Some should be used to compare aspects of</p>	<p>Geography – name and locate the world’s seven continents and five oceans, Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and Poles, use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>History – Events beyond living memory focus on Victorians & a significant person/area</p>	<p>Science – observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.</p> <p>Additional science unit - Plants - 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</p>	<p>Science - 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 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. Identify and compare the suitability of a</p>

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	<p>Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</p> <p>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>life in different periods</p>	<p>continents and oceans studied at this key stage, use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Science link – Hot and cold places, Seasonal changes</p>		<p>of a plant, Know and name the roots, trunk, branches and leaves of a tree</p> <p>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>Working scientifically – observes closely, and compare and contrast familiar plants. Keep records of changes over time.</p> <p>Geography link – How the seasons and weather affect people</p>	<p>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>Art/ D&T / Music / Computing</p>	<p>Art - Line drawings/sketching triple for city scap (drawing, shading charcoal and pastals.</p>	<p>Art - Model making using malleable materials – plate - Know how to make a clay pot and know</p>	<p>Art - Mixing paint to show hot and cold painting (to create a mood/feeling) and</p>	<p>Artist: Lowry</p> <p>Art – Investigate Lowry’s paintings and recreate for the art</p>	<p>Artist: William Morris</p> <p>Art – Create patterns in the style of William Morris using leaves -</p>	<p>D&T - Shelter making and increase its strength - Use own ideas to design something and describe how their own</p>

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	<p>– shade & effect (Sketch self-portrait) - Know how to use pencils to create lines of different thickness in drawings.</p> <p>Music – Harvest/Charanga (Hey You)</p> <p>Year 1 Computing – Computing systems and networks – Technology around us</p> <p>Year 2 Computing – Computing systems and networks – IT around us</p>	<p>how to join two clay finger pots together</p> <p>Art – silhouettes of soldiers for Remembrance Assembly</p> <p>D&T – Make a bus</p> <p>Obj: make a model stronger and more stable, use wheels and axel</p> <p>Music –ho ho ho</p> <p>Year 1 - Computing - Creating Media – Digital Writing</p> <p>Year 2 – Computing – Creative Media – Making Music</p>	<p>name primary/ secondary colours</p> <p>D&T - Levers/sliders</p> <p>Music – Christmas songs/Charanga (Rhythm in the way we walk and Banana rap)</p> <p>Year 1 – Computing – Data and information – Grouping Data</p> <p>Year 2 – Computing – Data and information - Pictograms</p>	<p>exhibition using a variety of taught techniques (colour/ line/ shape)</p> <p>Music –friendship song</p> <p>Year 1 – Computing – Creating Media – Digital Painting</p> <p>Year 2 - Computing – Creating Media - Digital photography</p>	<p>Know how to make a repeated pattern in print</p> <p>Music – Charanga (In the groove)</p> <p>Computing – Creating Media – Digital Writing</p> <p>Year 1 - Computing – Programming A – Moving a Robot</p> <p>Year 2 – Computing – Programming A - Robot algorithms</p>	<p>idea works, make their own model stronger, measure materials to use in a model or structure</p> <p>D&T – Cut food safely (Party links)</p> <p>Music – Easter songs/Charanga (Round and round)</p> <p>Year 1 - Computing – Programming B – Introduction to animation</p> <p>Year 2 – Computing – Programming B – Introduction to quizzes</p>
Enrichment activities	TBC		TBC		TBC	
RE	1.10 What does it mean to belong to a faith community?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 1	1.5 Why does Easter matter to Christians?	1.4 What is the ‘good news’ Christians believe Jesus brings?	1.6 Who is a Muslim and how do they live? Part 2.

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PE	Power of PE - Dance	Power of PE – Gymnastics	Power of PE - Health related exercise	Power of PE – Orienteering	Power of PE - Athletics	Power of PE - Multi skills
PSHE/RSE	<p>Core Theme 1- Unit 1 – Healthy Lifestyles (RSE: Online relationships respectful relationships, being safe).</p> <p>SAFETY LESSON Core Theme 1- Unit 5 – Keeping Safe –personal safety/ E- safety <i>including self-image and Identity (see separate planning)</i></p> <p>E-SAFETY LESSON Online Relationships</p>	<p>Core Theme 1 - Unit 5 - Keeping safe (RSE - Online relationships Respectful relationships)</p> <p>SAFETY LESSON: Core Theme 2 – Unit 2 - Bullying</p> <p>E-SAFETY LESSON: Online reputation</p>	<p>Core Theme 2- Unit 2 – Bullying <i>including online bullying (see separate planning)</i> (RSE: Caring friendships Respectful relationships).</p> <p>SAFETY LESSON Core Theme 1- Unit 5 – Keeping Safe – emotional safety/e-safety</p> <p>E-SAFETY LESSON Online reputation</p>	<p>Core Theme 1 - Unit 4 – emotions (RSE - Online relationships)</p> <p>SAFETY LESSON: Core Theme 1 - Unit 5 - keeping safe – sun safety and e-safety</p> <p>E-SAFETY LESSON: Privacy and Security</p>	<p>Core Theme 1- Unit 2 – Hygiene (RSE: Being safe</p> <p>Respectful relationships</p> <p>Families and people who care about me (Unit).</p> <p>SAFETY LESSON Core Theme 1- Unit 5 – Keeping Safe – Medicine</p> <p>E-SAFETY LESSON Managing Online Information</p>	<p>Core Theme 2- Unit 1 – Communication (RSE: Respectful relationships).</p> <p>SAFETY LESSON Core Theme 1- Unit 5 – Keeping Safe – Stranger Danger</p> <p>E-SAFETY LESSON Health Wellbeing and Lifestyle</p>

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<p>SMSC/ British Values</p>	<p>Harvest Rule of Law Eid/Good to be me Tolerance and Beliefs</p>	<p>Christmas Children in need Anti bullying – tolerance Remembrance day – Tolerance Bonfire night – Rule of Law</p>	<p>Chinese New Year – Tolerance and Respect Shove Tuesday - Spiritual</p>	<p>World book day Mother’s day Comic relief/ Sport Relief Ash Wednesday Easter</p>	<p>Democracy – OBOS Sports Day - Respect</p>	<p>Democracy – OBOS Fathers Day</p>
<p>Disney link</p>	<p>Tarzan</p>	<p>Princess and the Frog</p>	<p>Happy Feet</p>	<p>Mary Poppins and Oliver Twist</p>	<p>Peter Rabbit or Song of the South (Brer Rabbit)</p>	<p>Lilo and Stitch</p>
<p>Trips/WOW's/ Fundraising</p>	<p>Fundraising: Sponsored event e.g. singalong, shoot out, bootcamp etc. WOW: Exotic Animal man who visits to school (unconventional menagerie) £174 – could both schools merge together? Possible trips: Hanley Museum – animal section Visit to/from Pets at Home</p>	<p>WOW: Debate discrimination and what it stands for? WOW: Influential people in the community to visit Fundraising: Business Enterprise/Christmas craft Possible trips: Visit to the local fire station for the PSHE topic keeping safe</p>	<p>Fundraising: Dress up as penguin WOW: A suitcase from a penguin Fundraising: Business Enterprise/Christmas craft Possible trips: Visit to local travel agents – Connect Travel on Birched Head Road.</p>	<p>WOW: Local walk to investigate changes over time WOW: Victorian day WOW: Transition science morning at Forest Park Trip: Blist Hill Fundraising: Parents to attend the art exhibition Possible trips: Hanley Museum?</p>	<p>Fundraising: parents to watch the music production WOW: Park visit to identify plants. Grow vegetable/fruits/beans What happens if I plant a seed? (- free potato growing kit – community project) Possible trips: Visit to a local allotment</p>	<p>Fundraising: Have an alien day/moon party WOW: Set up a spaceship crash site and investigate. Possible trips: Keele Uni bring dome to school</p>

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