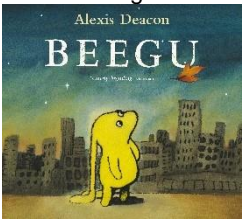
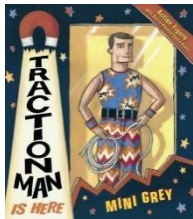
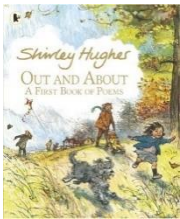
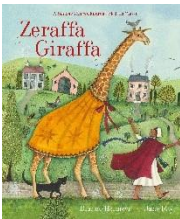
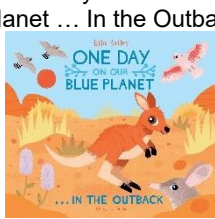
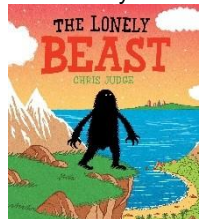


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English PoR Text	<p>Beegu</p>  <p>What is it like to live here?</p>	<p>Traction Man</p>  <p>How have toys changed over time?</p>	<p>Out and About</p>  <p>How is each season different?</p>	<p>Zeraffa Giraffa</p>  <p>Why is Zeraffa's giraffe remembered?</p>	<p>One Day on our Blue Planet ... In the Outback</p>  <p>What is it like in Australia?</p>	<p>The Lonely Beast</p>  <p>How can we make models move?</p>
Maths White Rose	Place value within 20 Addition and subtraction to 20 including money	Addition and subtraction to 20 including money cont. Place value to 50 and multiplication	Division and consolidation Place value to 100 Measuring length and height	Shape and consolidation Fractions and consolidation	Geometry: position and direction Time Place value recap	Number place value within 100 Four operations Measurement weight and volume
Maths Maths Facts Focus	count to and across 20 forwards and backwards beginning with 0 or 1 or any given number. 1 more/less of numbers up to 10 Recap number bonds to 5 Number bonds to 6, 7,8,9,10.	count to and across 20 forwards and backwards beginning with 0 or 1 or any given number. 1 more/less of numbers up to 20 Recap number bonds to 6, 7, 8, 9, 10. Double all numbers to 5	count to and across 50 forwards and backwards beginning with 0 or 1 or any given number. 1 more/less of numbers up to 20 Recap number bonds to 6,7,8,9,10. Double all numbers to 10	recap count to and across 50 forwards and backwards beginning with 0 or 1 or any given number. Introduce counting to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 10s from 10-100 Number bonds to 20 Recap double numbers to 10 and halves of even numbers.	recap count to and across 50 forwards and backwards beginning with 0 or 1 or any given number. Introduce counting to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2s Number bonds of multiples of 10 up to 100 Recap double numbers to 10 and halves of even numbers.	count to and across 100 forwards and backwards beginning with 0 or 1 or any given number. Counting in 2 and 5s from 10-100 Number bonds of multiples of 10 up to 100 Recap double numbers to 10 and halves of even numbers
STEM		<p>Design & Technology:</p> <ul style="list-style-type: none"> explore and use mechanisms [wheels and axels] in their products 	<p>Science: <u>Seasonal Changes</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 	<p>Science: <u>Living thigs and their habitats (Y2):</u></p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 	<p>Science: <u>Animals including humans (Y1)</u></p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<p>Design & Technology:</p> <ul style="list-style-type: none"> explore and use mechanisms [pneumatics] in their products

				<p>basic needs of different kinds of animals and plants, and how they depend on each other</p>	<ul style="list-style-type: none"> ▪ 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><u>Living things and their habitats (Y2):</u></p> <ul style="list-style-type: none"> ▪ 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 	
<p>Humanities</p>	<p>Geography: <u>Locational knowledge</u> Name and locate the world's 7 continents and 5 oceans. <u>Locational knowledge:</u></p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>History:</p> <ul style="list-style-type: none"> ▪ Changes within living memory [toys] 	<p>Geography <u>Human and physical geography</u></p> <ul style="list-style-type: none"> • 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 the North and South Poles 	<p>Geography: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, 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 • 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 <p>History:</p>	<p>Geography: <u>Locational knowledge</u></p> <ul style="list-style-type: none"> ▪ name and locate the world's 7 continents and 5 oceans <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country [Australia]. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ▪ identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage ▪ use simple compass directions (north, south, east and west) and locational and directional 	<p>Geography <u>Human and physical geography</u></p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom ▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 • use simple compass directions (north, south, east and west) and

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries ▪ 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 			<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally [Journey of Zeraffa in 1826] 	<p>language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> ▪ 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 	<p>locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • 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
Art	Art linked to curriculum over the year following the progression of knowledge and skills					
RE Discovery	<p>Does God want Christians to look after the world?</p> <p>Christianity / Humanism</p>	<p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Christianity</p>	<p>Was it always easy for Jesus to show friendship?</p> <p>Christianity</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Christianity</p>	<p>Is Shabbat important to Jewish children?</p> <p>Judaism</p>	<p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Judaism</p>
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE Rising Stars	Multi-Skills	Story Time Dance	Groovy Gymnastics	Cool Core (Strength)	Skip to the Beat	Gymfit Circuits
	Boot Camp	Fitness Frenzy	Mighty Movers (Running)	Brilliant Ball Skills	Throwing and Catching	Active Athletics
Computing Enquire Scheme	E-safety Digital Literacy: Using a computer.	Coding: Algorithms	Digital Literacy: using a computer	Digital Literacy: bug hunters	Digital Literacy: potty painters	Coding: Scratch Jnr - Introduction and fundamentals
Music Charanga	Hey you!	Rhythm in the way you walk and banana rap	In the groove	Round and Round	Your Imagination	Reflect, Rewind and Replay