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| **A logo for a school  Description automatically generated** | **Lower Key Stage 2****Cycle A**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy and Language** | Phonics  |  |  |  |  |  |  |
| Guided Reading Text | After the fallLittle BeautyHow to hide a lion | Vlad and the Florence Nightingale AdventuresThe bog babyMeerkat Christmas | The lost wolfThe ugly fiveOn the way home | The twitsThe great dragon rescueVlad and the space race | The giraffe, the pelly and meStubbyAvocado Baby | The slightly annoying elephantThe tear thiefPrince Cinders |
| Core Text  | The Hodegheg | Mr Penguin: The Lost Treasure | Willow Wildthing and the Swamp Monster | Ellie and the cat | The Abominables | Llama out loud |
| Writing  | **Meesha Makes Friends by Tom Percival** Black Lives Themed Outcome: Recount – Diary Entry   | **Katie in London by James Mayhew** Geography curriculum link – London  Outcome: Information – Non-Chronological Report about London | **The Lion Inside by Rachel Bright** Geography curriculum link – London  Outcome: Fiction – Journey Story   | **Beegu by Alexis Deacon** SMSC Themed Outcome: Fiction Writing   | **Somebody Swallowed Stanley** Environment Themed  Outcome: Non-Fiction – Fact Files about Sea Animals. | **A Midsummer Night’s Dream by Lit for Little Hands** Shakespeare Themed  Outcome: Fiction – Character Description    |
| Spelling  |  |  |  |  |  |  |
| Spanish  | Transport  | In the Jungle | My Town | Anita and Teddy Bear | Dream House |
| **STEM** | Science  | Animals including Humans:Amazing Me! | Seasonal Changes:Wild Weather | Everyday Materials:Brilliant Builders | Plants:Growing Things | Animals Including Humans:Wild and Wonderful Creatures | Living things and their habitats:Food Chains |
| Computing  | Improving Mouse Skills Computing systems and networks (Y1)  | Algorithms Unplugged Programming (Y1) | Rocket to the Moon Skills Showcase (Y1) | What is a computer? Computing systems and Networks (Y2) | Algorithms and debugging Programming (Y2) | Word Processing Computing Systems and Networks (Y2) |
| Design and Technology  | Structures: Constructing a windmill |  | Textiles: Puppets |  | Cooking and Nutrition: Smoothies |  |
| Branching out Maths  | Place Value (Week 1 – 4)Addition and Subtraction (Week 5 – 6) | Addition and Subtraction (Week 7 – 9)Shape (Week 10 – 12) | Money (Week 1 – 2)Multiplication and Division (3 – 6) | Multiplication and Division (Week 1)Length and Height (Week 2 – 3)Mass, capacity and temperature (Week 4 – 6) | Fractions (Week 1 – 3)Time (Week 4 – 6) | Statistics (Week 7-8)Position and Direction (Week 9 – 10)Consolidation (Week 11 – 12) |
| **Humanities** | History  | London | The Great Change Makers | Queen Victoria | Victorian Lives | Neolithic Revolution | Stone Age |
| Geography | Living in the Mountains | Visiting New Places | Nature all around us | Our World | Weather in the World | Looking after and changing our World |
| RE | Rules and routines | Light and Dark | Places of Worship | Beginning and endings | Ceremonies | Nature and God |
| **Creative Arts** | Music | Menu song | Colonel Hathi’s marchMagical Musical Aquarium | Football | Who stole my chickens and my hens? | Dancing and drawing to NautilusCat and mouse | Come dance with me |
| Art and Design  |  | Drawing: Making your mark |  | Sculpture and 3D: Paper Play |  | Sculpture and 3D: Clay Houses |
| **Personal Developmnet** | PE | Gymnastics Unit 2 | Attack, Defend, shoot Unit 1  | Dance Unit 2 | QAA  | Attack, Defend, shoot Unit 1 | Attack, Defend, shoot Unit 2 |
|  | KS1 Fitness Unit 2 | Dance Unit 2 | KS1 Foundations  | Hit Catch Run Unit 1  | Gymnastics Unit 2 | Hit Catch Run Unit 1 |
| PHSE  | **Family and relationships** Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect | **Health and Wellbeing**Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy. | **Economic Wellbeing**Understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies; understanding that skills and interests influence job choices. | **Citizenship**Considering why we have rules; recognising similarities and differences between ourselves and others; thinking about the groups that we belong to; considering job roles in our community; suggesting ways to improve our school and local environments. | **Safety and the Changing Body**Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact. | **Transition**Consider the skills they have developed throughout the year and ask questions to help them deal with the change ahead. |

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|  | **Lower Key Stage 2****Cycle B** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy and Language** | Phonics  |  |  |  |  |  |  |
| Guided Reading Text | Here we areVlad and the Great Fire of LondonPrince Cinders | Amelia EarhartThe way home for wolfThe Polar Express | CastlesDragon PoemsLeon and the place between | The seeds of friendshipThe smeds and the smoosSully the seahorse  | Monty the ManateeHow to hide a Lion at schoolThe fairy who sings | The most important animal of allSupertato (books are rubbish)Meerkat Mail |
| Core Text  | Fantastic Mr Fox | Pumpkin SoupEmily Brown and the Thing | Traction ManDr Xargle’s book of Earthlet’s | The Owl who was afraid of the dark | Flat Stanley | The Sheep Pig |
| Writing  | **Troll Swap by Leigh Hodgkinson** Outcome: Fiction – Story with Character Focus   | **The Great Fire of London by Emma Adams** Outcome: Information Report   | **The Dragon Machine by Helen Ward** Outcome: Fiction – Story with Adventure Focus | **My Name is Not Refugee by Kate Milner** SMSC Themed  Outcome: Recount – Diary Entry   | **Tidy by Emily Gravett** Environment Themed  Outcome: Letter  | **Usborne Illustrated Stories from Shakespeare (The Tempest)** Shakespeare Themed  Outcome: Fiction Retell – Shakespeare |
| Spelling  |  |  |  |  |  |  |
| Spanish  | Colours and Numbers  | The Circus | Superheroes | Seasons | Minibeasts |
| **STEM** | Science  | Animals Including Humans:People and their Pets | Seasonal Changes:Weather Art | Everyday Materials:Brilliant Builders | Plants:Art and Nature | Everyday Materials:Exploring Changes | Living things and their habitats:Habitats and Homes |
| Computing  | Bee-bots Programming (Y1)  | Digital Imagery Creating Media (Y1) | Introduction to Data Data Handing (Y1) | Scratch Jr Programming (Y2) | Stop Motion Creating Media (Y2) | International Space Station Data Handling (Y2) |
| Design and Technology  | Structures: Baby bear’s chair |  | Mechanisms: Fairground wheel |  | Mechanisms: Making a moving monster |  |
| Branching out Maths  | Place Value (Week 1 – 4)Addition and Subtraction (Week 5 – 6) | Addition and Subtraction (Week 7 – 9)Shape (Week 10 – 12) | Money (Week 1 – 2)Multiplication and Division (3 – 6) | Multiplication and Division (Week 1)Length and Height (Week 2 – 3)Mass, capacity and temperature (Week 4 – 6) | Fractions (Week 1 – 3)Time (Week 4 – 6) | Statistics (Week 7-8)Position and Direction (Week 9 – 10)Consolidation (Week 11 – 12) |
| **Humanities** | History  | London | The Great Change Makers | Queen Victoria | Victorian Lives | Neolithic Revolution | Stone Age |
| Geography | Living in the Mountains | Visiting New Places | Nature all around us | Our World | Weather in the World | Looking after and changing our World |
| RE | Rules and routines | Light and Dark | Places of Worship | Beginning and endings | Ceremonies | Nature and God |
| **Creative Arts** | Music | Tony Chestnut | Colonel Hathi’s march Magical musical aquarium | Grandma rap | Swing-a-long with ShostakovicCharlie Chaplin | The rockpool rock | Tanczymy labada |
| Art and Design  |  | Craft and Design: Map it out |  | Painting and mixed media: Colour Splash |  | Painting and Mixed Media: Life in Colour |
| **Personal Development** | PE | Gymnastics Unit 1  | Send and Return Unit 1   | Run, Jump Throw Unit 1  | QAA  | Run, Jump Throw Unit 1 | Send and Return Unit 2 |
|  | KS1 Fitness Unit 1 | Dance Unit 1 | Gymnastics Unit 1  | Send and Return Unit 1 | Dance Unit 1 | Run, Jump Throw Unit 2  |
| PHSE  | **Family and relationships** Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect | **Health and Wellbeing**Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth. | **Economic Wellbeing**Understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies; understanding that skills and interests influence job choices. | **Citizenship**Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue. | **Safety and the Changing Body**Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact | **Transition**Consider the skillsthey have developed throughout the year and ask questions to help them deal with the change ahead. |