|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR B** | | **Term 1** | **Term 2** | | | **Term 3** | | | **Term 4** | | | | **Term 5** | | | **Term 6** | | |
| **Topic** | | Once upon a time (Traditional Tales) | Let’s Celebrate | | | Up, Up and Away! | | | Britain is ‘Great’! | | | | Under the Sea | | | Down in the garden | | |
| **English** | **Y1** | Narrative and repetitive language  Character and setting descriptions | Recount  Instructions | | | Information texts | | | Poetry | | | | Letters/postcards | | | Story writing  Poetry | | |
| **Y2** | Stories  Instructions | Stories from other cultures | | | Diaries  Poetry | | | Adventure Stories | | | | Non-Chronological Report | | | Poetry  Recount | | |
| **Focus Text** | **Y1** | Traditional Tales | Rama and Sita | | | Science comics – First Flight, How the Wright Brothers soared  Look Up | | | Mr Men and the Great British tour | | | | Alba the 100 year old fish | | | The Big Book of Blooms  The Weed | | |
| **Y2** | Wright Brothers book – Taking Flight | | | We’re going on a Monster Hunt | | | | The big book of blue | | | The big book of Blooms (non-fiction) | | |
| **Maths** | **Y1** |  |  | | |  | | |  | | | |  | | |  | | |
| **Y2** | Place value and Addition and Subtraction.  Addition and Subtraction, | Multiplication and division | | | Money  Shape | | | Statistics  Fractions | | | | Length and height  Time | | | Position and direction Mass, capacity and temperature | | |
| **Science** | | Everyday materials  Identifying and classifying  NB – seasonal changes in each term/ongoing.  Sticky knowledge  Materials can be changed by physical force (twisting, bending, squashing and stretching)  Common misconceptions  Some children may think:  • only fabrics are materials  • only building materials are materials  • only writing materials are materials  • the word ‘rock’ describes an object rather than a material  • ‘solid’ is another word for hard | Everyday materials  - Working scientifically.  Sticky knowledge  Materials can be changed by physical force (twisting, bending, squashing and stretching)  Common misconceptions  Some children may think:  • only fabrics are materials  • only building materials are materials  • only writing materials are materials  • the word ‘rock’ describes an object rather than a material  • ‘solid’ is another word for hard | | | Animals including humans  Sticky knowledge  Common misconceptions | | | Animals including humans  Sticky knowledge  Common misconceptions | | | | Seasonal changes/  Naming Plants and trees  Sticky knowledge  Common misconceptions | | | Plants - structures and working scientifically.  Sticky knowledge  Common misconceptions | | |
| KNOWLEDGE | | • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies.  • 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.  *Activities:*  How do we choose the best material? Making something that needs to have specific qualities TWICE. Repeat similar to Cold write / warm write.  Can label a picture or diagram of an object made from different materials.  Can describe the properties of different materials  Classify objects made of one material in different ways e.g. a group of objects made of metal.  Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.  Classify / group materials based on their properties.  Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.  Can sort objects and materials using a range of properties  Can choose an appropriate method for testing an object for a particular property  Can use their test evidence to answer the questions about properties e.g. “Which cloth is the most absorbent?” | | • 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 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 body is associated with each sense. | | | • 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 body is associated with each sense. | | • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies.  • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | | | • Identify and describe the basic structure of a variety of common flowering plants, including trees. | | |
| **History** | | History of the School | | | Significant figures  Stephen Hawking  Ada Lovelace | | | First Flight (Wright Brothers)  Y1:  Y2: Bessie Coleman | | |  | | |  | | |  | |
| **Geography** | |  | | |  | | |  | | | Maps and Field work  UK  Human and physical features | | | Continents and Oceans  Weather patterns – hot and cold | | | Compare Localities  Geographical skills and field work | |
| **DT** | | Food – Smoothie | | |  | | | Making Vehicles | | | Textiles – Pouch | | |  | | |  | |
| **Art** | |  | | | Alma Thomas - painting | | |  | | |  | | | Printing - Hokusai oceans | | | Drawing plants  David Hockney | |
| **RE** | | Caring for others | | | Christmas Story Special times | | | Judaism | | | Easter Story  Special times | | | Sacred books | | | Islam | |
| **PE** | | Fundamentals  Fitness | | | Ball Skills  Gymnastics | | | Invasion  Dance | | | Net and Wall  Team Building | | | Target Games (Y2 unit)  Athletics | | | Striking and Fielding | |
| **Computing** | | Coding | | | Animated Stories  Technology outside school | | | Lego builders | | | Maze explorers | | | Grouping and sorting  Pictograms | | | Technology outside school | |
|  | | Coding | | | Effective searching  Spreadsheets | | | Presenting | | | Questioning | | | Creating pictures | | | Making Music | |
| **Music** | | Exploring Simple Patterns | | | Dynamics and Tempo  Christmas Play | | | Exploring Feelings through Music | | | Inventing a Musical Story | | | Music that makes you dance | | | Exploring Improvisation | |
| **PSHE** | | Being me in my World | | | Celebrating differences | | | Dreams and Goals | | | Healthy Me | | | Relationships | | | Changing me | |
| **Now Press Play** | | Traditional tales  Materials | | | Mary Seacole  Diwali (KS2) | | | Superheroes/PSHE  Humans | | | UK  Weather | | | Arctic  Under the sea (FS) | | | Maps  Plants | |