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| **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 languageCharacter and setting descriptions | RecountInstructions | Information texts | Poetry  | Letters/postcards | Story writing Poetry  |
| **Y2** | StoriesInstructions | Stories from other cultures | DiariesPoetry | Adventure Stories | Non-Chronological Report | PoetryRecount  |
| **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 BloomsThe 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  | MoneyShape | StatisticsFractions | Length and height Time  | Position and direction Mass, capacity and temperature |
| **Science** | Everyday materialsIdentifying and classifyingNB – seasonal changes in each term/ongoing.Sticky knowledgeMaterials can be changed by physical force (twisting, bending, squashing and stretching)Common misconceptionsSome 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 knowledgeMaterials can be changed by physical force (twisting, bending, squashing and stretching)Common misconceptionsSome 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 humansSticky knowledgeCommon misconceptions | Animals including humansSticky knowledgeCommon misconceptions | Seasonal changes/ Naming Plants and treesSticky knowledgeCommon misconceptions | Plants - structures and working scientifically.Sticky knowledgeCommon 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 materialsClassify 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 figuresStephen HawkingAda Lovelace  | First Flight (Wright Brothers)Y1: Y2: Bessie Coleman  |  |  |  |
| **Geography** |  |  |  | Maps and Field workUK Human and physical features | Continents and Oceans Weather patterns – hot and cold | Compare LocalitiesGeographical skills and field work |
| **DT** | Food – Smoothie  |  | Making Vehicles  | Textiles – Pouch  |  |  |
| **Art** |  | Alma Thomas - painting |  |  | Printing - Hokusai oceans | Drawing plantsDavid Hockney |
| **RE** | Caring for others  | Christmas Story Special times | Judaism | Easter StorySpecial times | Sacred books | Islam |
| **PE** | FundamentalsFitness | Ball SkillsGymnastics | InvasionDance | Net and WallTeam Building  | Target Games (Y2 unit)Athletics  | Striking and Fielding |
| **Computing** | Coding | Animated StoriesTechnology outside school | Lego builders | Maze explorers  | Grouping and sortingPictograms | Technology outside school |
|  | Coding | Effective searchingSpreadsheets | Presenting | Questioning | Creating pictures | Making Music |
| **Music** | Exploring Simple Patterns  | Dynamics and TempoChristmas 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 talesMaterials | Mary SeacoleDiwali (KS2) | Superheroes/PSHEHumans | UK Weather | ArcticUnder the sea (FS) | MapsPlants |