



Big Question	What makes us unique?	What is hidden behind the picture?	Can we investigate?	What's between the pages?	How eco-friendly are we?	Where will our future take us?
Values	Tolerance	Diversity	Responsibility	Honesty	Resilience	Curiosity
Key Person (Discuss in hook assembly)	Marcus Rashford	Pablo Picasso  Black History Week: Nelson Mandela	Marie Curie	Michael Rosen	Greta Thunberg	Ada Lovelace
Focus Area	PSHE/PE	Art/ History	Science	English/ D&T	Geography	Computing
Subjects Taught	History Music Art	History- Black History Week Music Art	Geography MFL D&T  Science	History MFL D&T  Science	Geography MFL D&T  Science	Geography Music Art  Science

	<p>Science Computing PSHE PE RE</p>	<p>Science Computing PSHE PE RE</p>	<p>Computing PSHE PE RE</p>	<p>Computing PSHE PE RE</p>	<p>Computing PSHE PE RE</p>	<p>Computing PSHE PE RE</p>
<p><b>Outcome</b></p>	<p>Daily Mile target  Whole school unique video</p>	<p>Piece of art with at least one element from Cubism</p>	<p>Science Fair- each class models their experiment and findings</p>	<p>Create a poem with associated pop-up mechanism artwork</p>	<p>Sculpture of an endangered animal using recycled materials</p>	<p>Make a video about our future</p>

<p><b>Texts</b></p>	<p><b>Stardust</b></p>	<p><b>Katie’s Picture Show</b></p>	<p><b>Meerkat Mail</b></p>	<p><b>Poetry by Michael Rosen</b>  <b>Animation?</b></p>	<p><b>The Storm Whale</b></p>	<p><b>Bob the Man on the Moon</b></p>
<p><b>ENGLISH READING</b></p>	<p><b>Year 1 READING</b> <b>WORD READING</b> <b>RWI Phonics daily</b> <b>Phonics and Decoding</b></p> <ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> <li>To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</li> <li>To read words containing taught GPCs.</li> <li>To read words containing -s, -es, -ing, -ed and -est endings.</li> <li>To read words with contractions, e.g. I’m, I’ll and we’ll.</li> </ul> <p><b>Fluency</b></p>			<p><b>Year 2 READING</b> <b>WORD READING</b> <b>RWI Phonics/Spellings daily</b> <b>Phonics and Decoding</b></p> <ul style="list-style-type: none"> <li>To continue to apply phonic knowledge and skills as the route to decode words until automatic</li> <li>decoding has become embedded and reading is fluent.</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far,</li> <li>especially recognising alternative sounds for graphemes.</li> <li>To accurately read most words of two or more syllables.</li> <li>To read most words containing common suffixes.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>		

	<ul style="list-style-type: none"> <li>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>To reread texts to build up fluency and confidence in word reading.</li> </ul> <p><b>Common Exception words</b></p> <ul style="list-style-type: none"> <li>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</li> </ul> <p><b>READING COMPREHENSION</b> <b>(Three phase approach – Reading and Writing Sequence)</b></p> <p><b>Understanding and correcting inaccuracies</b></p> <ul style="list-style-type: none"> <li>To check that a text makes sense to them as they read and to self-correct.</li> </ul> <p><b>Comparing, Contrasting and Commenting</b></p> <ul style="list-style-type: none"> <li>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>To link what they have read or have read to them to their own experiences.</li> <li>To retell familiar stories in increasing detail.</li> <li>To join in with discussions about a text, taking turns and listening to what others say.</li> <li>To discuss the significance of titles and events.</li> </ul> <p><b>Words in Context and Authorial Choice</b></p> <ul style="list-style-type: none"> <li>To discuss word meaning and link new meanings to those already known.</li> </ul> <p><b>Inference and Prediction</b></p> <ul style="list-style-type: none"> <li>To begin to make simple inferences.</li> <li>To predict what might happen on the basis of what has been read so far.</li> </ul> <p><b>Poetry and Performance</b></p> <ul style="list-style-type: none"> <li>To recite simple poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul> <p><b>Common Exception words</b></p> <ul style="list-style-type: none"> <li>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul> <p><b>READING COMPREHENSION</b> <b>(Three phase approach – Reading and Writing Sequence)</b></p> <p><b>Understanding and correcting inaccuracies</b></p> <ul style="list-style-type: none"> <li>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul> <p><b>Comparing, Contrasting and Commenting</b></p> <ul style="list-style-type: none"> <li>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>To discuss the sequence of events in books and how items of information are related.</li> <li>To recognise simple recurring literary language in stories and poetry.</li> <li>To ask and answer questions about a text.</li> <li>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul> <p><b>Words in Context and Authorial Choice</b></p> <ul style="list-style-type: none"> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> </ul> <p><b>Inference and Prediction</b></p>
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ENGLISH WRITING	<p><b><u>Year 1 WRITING</u></b>  <b><u>TRANSCRIPTION - SPELLING</u></b>  <b><u>Phonics and Spelling rules</u></b></p> <ul style="list-style-type: none"> <li>To know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>To recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>To recognise vowel digraphs which have been taught and the sounds which they represent.</li> <li>To recognise words with adjacent consonants.</li> <li>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>To spell some words in a phonically plausible way, even if sometimes incorrect.</li> <li>To apply Y1 spelling rules and guidance*, which includes:  the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;  the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);  dividing words into syllables (e.g. rabbit, carrot);  the /tʃ/ sound is usually spelt as 'tch' and exceptions;  the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);  adding -s and -es to words (plural of nouns and the third person singular of verbs);  adding the endings  -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> </ul>	<p><b><u>Year 2 WRITING</u></b>  <b><u>TRANSCRIPTION - SPELLING</u></b>  <b><u>Phonics and Spelling rules</u></b></p> <ul style="list-style-type: none"> <li>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).</li> <li>To apply further Y2 spelling rules and guidance*, which includes:  the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);  the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);  the /r/ sound spelt 'wr' (e.g. write, written);  the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);  the /aɪ/ sound spelt  -y (e.g. cry, fly, July);  adding -es to nouns and verbs ending in  -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);  adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;  adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);  adding -ing, -ed,  -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> </ul>

	<p>adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);          spelling words with the vowel digraphs and trigraphs:          - ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil); ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);          a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);          ‘ar’ (e.g. car, park);          ‘ee’ (e.g. green, week);          ‘ea’ (e.g. sea, dream);          ‘ea’ (e.g. meant, bread);          ‘er’ stressed sound (e.g. her, person);          ‘er’ unstressed schwa sound (e.g. better, under);          ‘ir’ (e.g. girl, first, third);          ‘ur’ (e.g. turn, church);          ‘oo’ (e.g. food, soon);          ‘oo’ (e.g. book, good);          ‘oa’ (e.g. road, coach);          ‘oe’ (e.g. toe, goes);          ‘ou’ (e.g. loud, sound);          ‘ow’ (e.g. brown, down);          ‘ow’ (e.g. own, show);          ‘ue’ (e.g. true, rescue, Tuesday);          ‘ew’ (e.g. new, threw);          ‘ie’ (e.g. lie, dried);          ‘ie’ (e.g. chief, field);          ‘igh’ (e.g. bright, right);          ‘or’ (e.g. short, morning);          ‘ore’ (e.g. before, shore);          ‘aw’ (e.g. yawn, crawl);          ‘au’ (e.g. author, haunt);          ‘air’ (e.g. hair, chair);          ‘ear’ (e.g. beard, near, year);          ‘ear’ (e.g. bear, pear, wear);          ‘are’ (e.g. bare, dare, scared);          spelling words ending with –y (e.g. funny, party, family);          spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while);          using ‘k’ for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);          the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);          the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);          the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)          the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);          the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);          the /z/ sound spelt ‘s’ (e.g. television, usual)</p> <p><b>Common Exception Words</b></p> <ul style="list-style-type: none"> <li>To spell most Y1 and Y2 common exception words correctly.</li> </ul> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.</li> </ul> <p><b>Further Spelling Conventions</b></p> <ul style="list-style-type: none"> <li>To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</li> <li>To learn the possessive singular apostrophe (e.g. the girl’s book).</li> <li>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</li> <li>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</li> </ul> <p><b>TRANSCRIPTION – HANDWRITING</b></p> <p><b>Letter Formation, Placement and Positioning</b></p> <ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters</li> <li><b>JOINING LETTERS</b> To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul> <p><b>WRITING – COMPOSITION</b></p>
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	<p><b>Common Exception Words</b></p> <ul style="list-style-type: none"> <li>To spell all Y1 common exception words correctly.</li> <li>To spell days of the week correctly.</li> </ul> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>To use -s and -es to form regular plurals correctly.</li> <li>To use the prefix 'un-' accurately.</li> <li>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</li> </ul> <p><b>Further Spelling Conventions</b></p> <ul style="list-style-type: none"> <li>To spell simple compound words (e.g. dustbin, football).</li> <li>To read words that they have spelt.</li> <li>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</li> </ul> <p><b>TRANSCRIPTION – HANDWRITING</b></p> <p><b>Letter Formation, Placement and Positioning</b></p> <ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>WRITING – COMPOSITION</b></p> <p><b>(Three phase approach – Reading and Writing Sequence)</b></p> <p><b>Planning, Writing and Editing</b></p> <ul style="list-style-type: none"> <li>To say out loud what they are going to write about.</li> <li>To compose a sentence orally before writing it.</li> <li>To sequence sentences to form short narratives.</li> <li>To discuss what they have written with the teacher or other pupils.</li> </ul>	<p><b>(Three phase approach – Reading and Writing Sequence)</b></p> <p><b>Planning, Writing and Editing</b></p> <ul style="list-style-type: none"> <li>To write narratives about personal experiences and those of others (real and fictional).</li> <li>To write about real events. To write simple poetry.</li> <li>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>To encapsulate what they want to say, sentence by sentence.</li> <li>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul> <p><b>Awareness of Audience, Purpose and Structure</b></p> <ul style="list-style-type: none"> <li>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>To read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION</b></p> <p><b>Sentence Construction and Tense</b></p> <ul style="list-style-type: none"> <li>To use the present tense and the past tense mostly correctly and consistently.</li> <li>To form sentences with different forms: statement, question, exclamation, command.</li> <li>To use some features of written Standard English.</li> </ul> <p><b>Use of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>To using co-ordination (or/and/but).</li> <li>To use some subordination (when/if/ that/because).</li> </ul>
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	<ul style="list-style-type: none"> <li>• To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>• To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• To use adjectives to describe.</li> </ul> <p><b>Awareness of Audience, Purpose and Structure</b></p> <ul style="list-style-type: none"> <li>• To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• To start to engage readers by using adjectives to describe.</li> </ul> <p><b><u>WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION</u></b></p> <p><b>Sentence Construction and Tense</b></p> <ul style="list-style-type: none"> <li>• To use simple sentence structures.</li> </ul> <p><b>Use of Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>• To use the joining word (conjunction) ‘and’ to link ideas and sentences.</li> <li>• To begin to form simple compound sentences.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.</li> <li>• To use finger spaces.</li> <li>• To use full stops to end sentences.</li> <li>• To begin to use question marks and exclamation marks.</li> </ul> <p><b>Use of Terminology</b></p> <ul style="list-style-type: none"> <li>• To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul> <p><b>English Appendix I Spelling</b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf</a></p>	<ul style="list-style-type: none"> <li>• To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• To use the full range of punctuation taught at key stage 1 mostly correctly including:             <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists;</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul> </li> </ul> <p><b>Use of Terminology</b></p> <ul style="list-style-type: none"> <li>• To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul> <p><b>English Appendix I Spelling</b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_I_-_Spelling.pdf</a></p>
<b>MATHS</b>	<b><u>YEAR 1</u></b>	<b><u>YEAR 2</u></b>

Mathematical Vocabulary	Mathematical Vocabulary	To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at year 1.	To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.
Number and Place Value	Counting	To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. To identify one more and one less than a given number. To count in multiples of twos, fives and tens from different multiples to develop their recognition of patterns in the number system, including varied and frequent practice through increasingly complex questions. To recognise and create repeating patterns with objects and with shapes.	To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Reading and Writing numbers	To read and write numbers from 1 to 20 in numerals and words. To count, read and write numbers to 100 in numerals.	To read and write numbers to at least 100 in numerals and in words.
	Compare and order numbers		To compare and order numbers from 0 up to 100; use <, > and = signs.
	Understanding Place Value		To recognise the place value of each digit in a two-digit number (tens, ones) to become fluent and apply their knowledge of numbers to reason with, discuss and solve problems.
	Solve Problems	To practise ordinal numbers and solve simple concrete problems.	To use place value and number facts to solve related problems to develop fluency.
Addition and Subtraction	Mental Calculations	To add and subtract one-digit and two-digit numbers to 20, including zero. To realise the effect of adding or subtracting zero.	To extend the language of addition and subtraction to include sum and difference. To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. To add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, add three one-digit numbers.



	<b>Number Bonds</b>	To memorise, represent and use number bonds and related subtraction facts within 20.	To recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships. To recall and use addition and subtraction facts to 20 to become fluent in deriving associative facts (e.g. $10 - 7 = 3$ , $100 - 70 = 30$ ) and derive and use related facts up to 100.
	<b>Written Calculations</b>	To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	To begin to record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers.
	<b>Inverse Operations, Estimating and Checking Answers</b>		To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	<b>Solve problems</b>	To discuss and solve one-step problems (in familiar practical contexts) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Problems include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are able to use these operations flexibly.	To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
<b>Multiplication and Division</b>	<b>Mental Calculations</b>		To begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. To begin to relate multiplication and division facts to fractions and measures (e.g., $40 \div 2 = 20$ , 20 is a half of 40). To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, to develop multiplicative reasoning.

	<b>Multiplication and Division Facts</b>	To make connections between arrays, number patterns, and counting in twos, fives and tens. Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.	To use a variety of language to describe multiplication and division. To count from 0 in multiples of 4, 8, 50 and 100. To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. To connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face.
	<b>Written Calculation</b>		To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs. To begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations
	<b>Solve Problems</b>	To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<b>Fractions, Decimals and Percentages</b>	<b>Counting</b>		To count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line.
	<b>Recognising, finding and naming Fractions</b>	To count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line.	To count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line.
	<b>Equivalence</b>		To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence $\frac{2}{4}$ and $\frac{1}{2}$ .
<b>Measurement</b>	<b>Describe, Measure, Compare and Solve (All Strands)</b>	To compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.	To choose and use appropriate standard units with increasing accuracy using their knowledge of the number system to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity

		<p>To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time.</p> <p>To move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units using measuring tools, such as a ruler, weighing scales and containers.</p>	<p>(litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>To use the appropriate language and record using standard abbreviations.</p> <p>To compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>To compare measures including simple multiples such as 'half as high'; 'twice as wide'.</p>
	<b>Telling the Time</b>	<p>To sequence events in chronological order using language.</p> <p>To recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>To read, tell and write the time to five minutes, including quarter past/to the hour/half hour and draw the hands on a clock face to show these times.</p> <p>To become fluent in telling the time on analogue clocks and recording it.</p> <p>To know the number of minutes in an hour and the number of hours in a day.</p> <p>To compare and sequence intervals of time.</p>
	<b>Money</b>	<p>To recognise and know the value of different denominations of coins and notes.</p>	<p>To become fluent in counting and recognising coins.</p> <p>To recognise and use symbols for pounds (£) and pence (p) accurately, recording pounds and pence separately; combine amounts to make a particular value.</p> <p>To find and use different combinations of coins that equal the same amounts of money.</p> <p>To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>
<b>Properties of Shape</b>	<b>Recognise 2D and 3D Shapes and Their Properties</b>	<p>To recognise, handle and name common 2D and 3D shapes in different orientations/sizes and relate everyday objects fluently.</p> <p>To recognise that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p>	<p>Pupils read and write names for shapes that are appropriate for their word reading and spelling.</p> <p>To handle, identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p>

			To handle, identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. To identify 2D shapes on the surface of 3D shapes.
	<b>Compare and Classify Shapes</b>		To identify, compare and sort common 2D and 3D shapes and everyday objects on the basis of their properties and use vocabulary precisely.
	<b>Drawing 2D Shapes and Constructing 3D Shapes</b>		Pupils draw lines and shapes using a straight edge.
<b>Position and Direction</b>	<b>Position, Direction and Movement</b>	To describe position, direction and movement, including whole, half, quarter and three-quarter turns in both directions and connect clockwise with the movement on a clock face. To use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
	<b>Pattern</b>		To order and arrange combinations of mathematical objects and shapes, including those in different orientations, in patterns and sequences.
<b>Statistics</b>	<b>Record, Present and Interpret Data</b>		To record, interpret, collate, organise and compare information. To interpret and construct simple pictograms, tally charts, block diagrams and simple tables (e.g. many-to-one correspondence in pictograms with simple ratios 2, 5, 10 scales). To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and comparing categorical data.

<p><b>History</b></p> <p><b>Taught Vocabulary</b></p> <p>Past Present Future Time line Memory Change Old New Time Period Chronological Nationally Globally Anniversary International</p>	<p><b>Significant historical events, people and places in their own locality.</b></p> <p><b>Marcus Rashford</b></p> <p><b>Timeline of birth through to current age</b></p> <p><b>Growth and change- development</b></p> <p><b>Family Trees</b></p> <p><b>Baby to visit?</b></p> <p><b>Key Questions</b></p> <p>Can we identify similarities and differences between ways of life in different periods?</p> <p>How were things different in the past?</p> <p>How can we use different sources of evidence to find out about the past?</p> <p><b>Skills</b></p>	<p><b>A look at the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>A study of Elizabeth I</b></p> <p><b>Key questions:</b></p> <p>Who was she? What was the Golden age and why was it called this? Why was she one of the most successful monarchs?</p> <p><b>Possible visit to Warwick castle/Oxford/ Broughton</b></p> <p><b>Skills</b></p> <p><i>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between</i></p>		<p><b>A look at the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>History of books, storytelling</b></p> <p>Encourages children to explore the past by examining their ideas</p> <p><b>Skills</b></p> <p><i>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i></p> <p><b>Knowledge</b></p> <p>Know about events beyond living memory</p>		
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	<p><i>Children should develop an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Pupils should use a wide vocabulary of everyday historical terms</i></p> <p><b>Knowledge</b> Know about changes within living memory, which reveal aspects of change in national life Know about significant historical events, people and places in their own locality</p> <p>Asking and answering simple historical questions.</p> <p>Use common chronological words and phrases – eg. Past, present, old, new etc. – to develop an</p>	<p><i>ways of life in different periods.</i></p> <p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p><i>Children should develop an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><b>Knowledge</b> Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		<p>that are significant nationally or globally</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		
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	<p>awareness of what the past is.</p> <p>Can I use a wide variety of vocabulary terms to explain the passage of history?</p> <p>Can I explain similarities and differences between ways of life in different time periods?</p>					
<p><b>Geography</b></p> <p><b>Taught Vocabulary</b></p> <p>Africa Antarctica Asia Australia Europe North America South America Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean Beach Cliff Coast Forest Hill</p>			<p><b>Place knowledge</b></p> <p><b>Develop knowledge about their locality</b></p> <p><b>Look at birds eye view of Bicester what could we see? Use of google maps to fly over other countries what are the differences we notice?</b></p>		<p><b>Locational knowledge</b></p> <p><b>Name and locate the world's seven continents and five oceans.</b></p> <p><b>Skills</b> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</i></p>	<p><b>Geographical skills and fieldwork</b></p> <p><b>Explorers</b> <b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</b></p> <p><b>Skills</b> <i>Children should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans</i></p>

<p>Mountain Sea Ocean River Soil Valley Vegetation Season Weather City Town Village Factory Farm House Office Port Harbour Shop Britain England/London North South East West Equator Ireland/ Dublin North Pole South Pole Wales Scotland/ Edinburgh</p> <p>City Village Farm Factory</p>			<p><b>Skills</b> 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> <p><b>Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. They should recognise key</p>		<p><b>Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country</p> <p>They should 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> <p>They should recognise key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><i>Children should use simple compass directions (North East South West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map.</i></p> <p><i>Children should 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</i></p> <p><i>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.</i></p> <p><b>Knowledge</b> Children should be able to name and locate the world's seven continents and five oceans. They should 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>
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			<p>physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>They should recognise key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			
<p><b>Religious Studies</b> (linked to <b>Oxfordshire Agreed Syllabus</b>) <b>RE</b> <b>Taught Vocabulary</b> Beliefs Symbols Rituals Ceremonies Faith Sacred Holy books Islam Muslim Hinduism Pilgrimage Judaism Christianity Prayer</p>	<p><b>Caring for others</b></p> <p>Looking after each other The Good Samaritan Raksha Bandhan Langar The Monkey King Be my guest</p>	<p><b>Gifts and giving</b></p> <p>What is Christmas? How is Christmas celebrated? Christmas presents. What is Eid al-Fitr? How is Eid al-Fitr celebrated? Eid al-Fitr presents.</p>	<p><b>Friendship</b></p> <p>Who are my friends? How can I be a good friend? The Wind and the Moon (Buddhism) The Deer and the Crow (Hinduism) David and Jonathan (Christianity) 12 Special Friends (Christianity)</p>	<p><b>Easter and surprises</b></p> <p>Palm Sunday Maundy Thursday Good Friday Surprises Easter Sunday How is Easter celebrated?</p>	<p><b>Places of Worship</b></p> <p>What Is a Place of Worship? Jewish synagogue Christian Church Hindu Mandir Why is worship important? A new place of Worship</p>	<p><b>Religions and Rituals</b></p> <p>What is a ritual? Salat Puja Holy Communion Comparing rituals Our own rituals.</p>

RE	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><b>Children can</b></p> <p>describe the main beliefs of a religion; describe the main festivals of a religion; recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle; name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story; identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people; look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.</p>					
<p style="text-align: center;"><b>Explore the work of artists</b></p> <p>To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;"><b>Skills:</b></p> <p>Describe the work of famous, notable artists and designers, express an opinion on the work of famous, notable artists, use inspiration from famous, notable artists to create their own work and compare; use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p>						
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Taught Vocabulary</p> <p>Differences Y1 Similarities Y1 Background Y1</p> <p>Foreground Y2 Annotate Y2 Develop Y2</p> <p style="text-align: center;">Drawing Shade Y1 Change Y1</p>	<p style="text-align: center;"><b>Collage</b></p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p><b>Skills:</b> add collage to a painted or printed background;  create and arrange accurate patterns;</p>	<p style="text-align: center;"><b>Drawing</b></p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Skills:</b> draw lines of varying thickness;  use dots and lines to demonstrate pattern and texture;</p>	<p style="text-align: center;"><b>Printing</b></p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p><b>Skills:</b> copy an original print;  use a variety of materials, e.g. sponges, fruit, blocks;</p>			

<p>Sketchbook Y2                  Layer Y2                  Smudge Y2                  Blend Y2                  Tone Y2                  Layer Y2                  Figure Y2                  Object Y2                  Single Y2                  Group Y2                  Pattern Y2</p> <p><u>Painting and Printing</u>                  Brush size Y1                  Paint (poster, powder w/colour) Y1                  Natural and man-made Y1                  Printing (block) Y1                  Rubbings Y1                  Pattern Y1</p> <p>Shade Y2                  Tone Y2                  Acrylic paint Y2                  Water colour paint Y2                  Poster paint Y2                  Brush mark Y2                  Artefacts Y2                  Objects Y2                  Layering Y2                  Scraping Y2                  Scales (small/large) Y2</p>	<p>use a range of mixed media;</p> <p>plan and design a collage;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p><b>Art movement</b></p> <p><b>Begin using sketch books to show progression</b></p> <ul style="list-style-type: none"> <li>• Short date, no title.</li> <li>• No marking.</li> <li>• Insert at the beginning of every term.</li> </ul>	<p>use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p><b>Art movement</b></p>	<p>demonstrate a range of techniques, e.g. rolling, pressing, stamping, rubbing and using stencils;</p> <p>Build repeating patterns</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p><b>Art movement</b></p>			
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<p><u>Textiles</u>, <u>collage</u>, 3D Sculpture Y1 Manipulate Y1 Shaping Y1 Slip Y1 Form Y1</p> <p>Weaving Y2 French-knitting Y2 Stitch Y2 Knot Y2 Tie-dye Y2 Fabric crayons Y2 Wax/oil resistant Y2 Care Ye Malleable Y2 Recycled Y2</p>						
<p><b>Design Technology</b></p> <p>Taught Vocabulary</p> <p>Design Y1 Designer Y1 Brief Y1 Product Y1 User Y1</p> <p><u>Construction</u> Moving part Y1 Mechanism Y1</p>				<p><b>Technical Knowledge</b> To use a range of materials creatively to design and make products. <b>(Inventions)</b></p> <p><b>Design:</b> use their knowledge of existing products and their own experience to help generate their ideas;</p>	<p><b>Textiles</b> To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>show pattern by weaving;</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p>	<p><b>Cooking and Nutrition</b> To use a range of materials creatively to design and make products. <b>(Food technology)</b></p> <p><b>Design:</b> use their knowledge of existing products and their own experience to help generate their ideas;</p> <p>design products that have a purpose and are aimed at an intended user;</p>

<p>Lever Y1 Slider Y1 Pivot Y1 Construct Y1 Structure Y1 Support Y1 Stable Y1 Engineer Y1</p> <p>Float Y2 Buoyant Y2 Water-proof Y2 Stable Y2 Technology Y2</p> <p><u>Food</u> Ingredients Y1 Healthy Y1 Chop Y1 Hygiene Y1 Chef Y1</p> <p>Ingredients Y2 Hygiene Y2 Balanced Y2 Nutritious Y2 World food Y2</p> <p><u>Textiles</u> Needle Y2 Thread Y2 Pin Y2 Pattern Piece Y2 Applique Y2</p>				<p>design products that have a purpose and are aimed at an intended user;</p> <p>explain how their products will look and work through talking and simple annotated drawings;</p> <p><b>Skills:</b> build simple structures, exploring how they can be made stronger, stiffer and more stable;</p> <p>talk about and start to understand the simple working characteristics of materials and components;</p> <p>explore and create products using mechanisms, such as levers, sliders and wheels.</p> <p><b>Make:</b> with support, follow a simple plan or recipe; learn to use hand tools and kitchen equipment safely and appropriately and</p>	<p>Cut and shape fabric using scissors and snips</p> <p>decorate textiles with glue or stitching, to add colour and detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set</p>	<p>explain how their products will look and work through talking and simple annotated drawings;</p> <p><b>Skills:</b> explain where in the world different foods originate from;</p> <p>understand that all food comes from plants or animals;</p> <p>understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</p> <p>name and sort foods into the five groups in the Eatwell Guide;</p> <p>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p> <p>use what they know about the Eatwell Guide to design and prepare dishes.</p> <p><b>Make:</b> with support, follow a simple plan or recipe; learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p>
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				<p>learn to follow hygiene procedures;</p> <p>demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p><b>Evaluate:</b> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p>		<p>demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p><b>Evaluate:</b> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design;</p>
PE	<p><b>Locomotion Focus:</b> I can move in a variety of different ways, speeds and levels.</p> <p><b>Skills to be taught:</b> Walking, running, skipping, dodging, jumping, hopping.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence.</p>	<p><b>Stability Focus:</b> I can balance using different parts of my body. I can show both static and dynamic balances. I can land safely from different movements. I can move in a variety of different ways, speeds and levels.</p> <p><b>Skills to be taught:</b> <i>Jumping, hopping, skipping, static balance, dynamic balance, landing, rotation.</i></p> <p><b>National curriculum link:</b></p>	<p><b>Manipulation Focus:</b> I can use a wide range of equipment, in a range of different activities.</p> <p><b>Skills to be taught:</b> Throwing, catching, kicking.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend co-ordination.</p>	<p><b>Invasion Games Focus:</b> I know what it means to defend and attack. I can attack and defend in a range of different activities. I can work co-operatively as part of a team. I know what values show outstanding teamwork.</p> <p><b>Skills to be taught:</b> Attacking, defending, team games, teamwork.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with</p>	<p><b>Striking Focus</b> I can use a range of equipment in a range of activities. I know how to strike an object for distance. I can apply skills together in combination in a range of different activities.</p> <p><b>Skills to be taught:</b> Striking with hands, striking with bat, striking with racket, kicking, throwing, catching.</p> <p><b>National curriculum link:</b></p>	<p><b>Athletics Focus:</b> I can apply ABC's to a range of different events. I can compete against myself and others.</p> <p><b>Skills to be taught:</b> Running, Jumping, landing, throwing</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend ABC. Are physically active for sustain period. Engage in competitive activities.</p>

	<p>Access a broad range of opportunities to extend agility. Are physically active for sustain period. Engage in competitive activities. Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p> <p><b>Unit 1- Gymnastics</b></p> <p><b>Focus:</b> Can I travel, jump and roll to make a sequence? Can I perform a sequence on low apparatus? How long can I balance for in different positions? Can I jump for height and distance? How can I use different parts of my body to travel? Can I link movements to make a sequence?</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period.</p>	<p>Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend balance. Are physically active for sustain period. Engage in competitive activities. Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p> <p><b>Unit 1- Christmas Dance</b></p> <p><b>Focus:</b> I can follow instructions to sequence moves together to create a dance. I can perform to others. I can perform to music.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period. Perform to simple movement patterns. Engage competitively (both against self and others) and</p>	<p>Are physically active for sustain period. Engage in competitive activities. Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p> <p><b>Unit 2- Gymnastics</b></p> <p><b>Focus:</b> How can I move on, off and over apparatus? Can I include rocking into my sequences? Can I spin and turn on different body parts? Can I work in unison? What is canon? Can I create a sequence with a partner?</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period. Perform to simple movement patterns. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p>	<p>competence and confidence. Access a broad range of opportunities to extend ABC. Are physically active for sustain period. Engage in competitive activities. Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Unit 2- Dance</b></p> <p><b>Focus:</b> I can follow instructions to sequence moves together to create a dance. I can perform to others. I can perform to music.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period. Perform to simple movement patterns. Engage competitively (both against self and others) and</p>	<p>Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend co-ordination. Are physically active for sustain period. Engage in competitive activities. Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p> <p><b>Unit 3- Gymnastics</b></p> <p><b>Focus:</b> How can I create power in jumps? How can I make a smooth transition between movements? Can I show my full range of flexibility? Can I perform moves at different speeds? How can I travel under or over a partner? Can I frog jump, broad jump and L sit? Can I combine movements in a sequence up to 8 moves?</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with</p>	<p>Develop competence in a broad range of physical activities. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p> <p><b>Unit 3- Dance</b></p> <p><b>Focus:</b> I can follow instructions to sequence moves together to create a dance. I can perform to others. I can perform to music.</p> <p><b>National curriculum link:</b> Develop fundamental movement skills with competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period. Perform to simple movement patterns. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.</p>
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	Perform to simple movement patterns. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.	co-operatively in a range of challenging situations.		co-operatively in a range of challenging situations.	competence and confidence. Access a broad range of opportunities to extend agility. Are physically active for sustain period. Perform to simple movement patterns. Engage competitively (both against self and others) and co-operatively in a range of challenging situations.	
<b>PSHE (Jigsaw)</b>	Being me in my world  Introduction to the year, following the Jigsaw handbook.  <b>Taught Vocabulary</b> Special Safe Community Consequences Rewards	Celebrating difference  I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her.  <b>Taught Vocabulary</b> Similarities Differences Bullying Celebrating	Dreams and Goals  I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group.  <b>Taught Vocabulary</b> Success Achievement	Healthy Me  I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends.  <b>Taught Vocabulary</b> Medicine Road safety	Relationships  I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.  <b>Taught Vocabulary</b> Belonging Physical contact Preferences Celebrations	Changing Me  I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl.  <b>Taught Vocabulary</b> Lifecycles (animal/human) Male Female Changes
<b>Music Taught Vocabulary</b>	<b>Cycle A</b> Term 1 – Pop Term 2 – Reggae (Look at all aspects of reggae as Year ¾ are focusing on Bob Marley) Term 3 – Rock  <b>Cycle B</b>					



Beat Fast High Loud Low Melody Quiet Rhythm Slow Time	<p><b>Term 1 – South African style</b> <b>Term 2 – Western Classical Music</b> <b>Term 3 – Hip Hop</b></p> <p><b>Performing</b> Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes through</p> <ul style="list-style-type: none"> <li>➤ singing with good diction;</li> <li>➤ begin to be able to sing in tune songs with a limited range;</li> <li>➤ sing in time to a steady beat.</li> </ul> <p>Pupils should be taught to play tuned and untuned instruments musically through:</p> <ul style="list-style-type: none"> <li>➤ name a variety of instruments;</li> <li>➤ perform with a good sense of beat and rhythm;</li> <li>➤ perform together in an ensemble;</li> <li>➤ change the tempo or dynamics while playing</li> <li>➤ an instrument.</li> </ul> <p><b>Listening</b> Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music through:</p> <ul style="list-style-type: none"> <li>➤ begin to recognise different genres of music;</li> <li>➤ begin to recognise instruments being played in a piece of music;</li> <li>➤ express their opinion about pieces of music.</li> </ul> <p><b>Composing</b> Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music through:</p> <ul style="list-style-type: none"> <li>➤ compose a simple tune using three or four notes;</li> <li>➤ create sound effects for a picture or story, thinking about how music can create a mood;</li> <li>➤ write down their compositions using symbols, pictures or patterns.</li> </ul>					
<b>Computing</b>  <b>Key Taught Vocabulary</b> Y1: Online Safety Safe Meet Accept Reliable	<b>Y1</b> <u>Online Safety</u> Introduce SMART rules: 'S.' <u>Self-Image and Identity</u> that there may be people online who could make someone feel sad, embarrassed, or upset.	<b>Y1</b> <u>Online Safety</u> Reinforce SMART rules: 'T.' 'Smartie the Penguin' Story <u>Online Bullying</u> I can describe how to behave online in ways	<b>Y1</b> <u>Online Safety</u> Reinforce SMART rules: 'M.' <u>Online Reputation</u> I can recognise that information can stay online and could be copied. I can describe what information I should not	<b>Y1</b> <u>Online Safety</u> Reinforce SMART rules: 'A.' <u>Health, well-being and lifestyle</u> I can explain rules to keep myself safe when using technology both in and beyond the home. <u>Copyright &amp; Ownership</u>	<b>Y1</b> <u>Online Safety</u> Reinforce SMART rules: 'R.' <u>Online Relationships</u> I can give examples of when I should ask permission to do something online and	<b>Y1</b> <u>Online Safety</u> <u>Managing Online Information</u> I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't

<p>Tell Algorithm, Save, take, recognise, understand, use, guess, make, Keyboard Mouse Monitor Screen printer</p> <p>Y2: Predict, investigate, decide, evaluate, Retrieve, Experience, test, Coding Input Output Digital device Predict Sequencing Debug Program Technology Hardware software</p>	<p>If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><b>Privacy &amp; Security</b> I can explain how passwords can be used to protect information, accounts, and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p><b>(CS) Programming: Moving a robot (Beebots)</b> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence</p>	<p>that do not upset others and give examples.</p> <p><b>(IT) Multimedia: Digital painting (2PaintAPicture)</b> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper</p> <p><b>Y2</b> <b>Online Safety</b> Introduce SMART rules: 'T.' 'Smartie the Penguin' Story <b>Online Bullying</b> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.</p>	<p>put online without asking a trusted adult first.</p> <p><b>(IT) Handling Data: Grouping data (2Investigate)</b> To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p> <p><b>Y2</b> <b>Online Safety</b> Introduce SMART rules: 'M.' <b>Online Reputation</b> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><b>(IT) Handling Data: Pictograms (2Count/2e pictogram)</b> To recognise that we can count and compare objects using tally charts</p>	<p>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it'). I can save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content). I understand that work created by others does not belong to me even if I save a copy.</p> <p><b>(IT) Multimedia: Digital writing (2CreateAStory)</b> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper</p> <p><b>Y2</b> <b>Online Safety</b> Introduce SMART rules: 'A.' <b>Health, well-being and lifestyle</b> I can explain simple guidance for using</p>	<p>explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p><b>(DL) Technology in our lives Computing Systems &amp; Networks: Technology around us (Paintz.app)</b> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text To create rules for using technology responsibly</p> <p><b>Y2</b></p>	<p>like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried, or frightened.</p> <p><b>(CS) Programming: Introduction to animation (ScratchJr)</b> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program</p> <p><b>Y2</b> <b>Online Safety</b> <b>Managing Online Information</b> I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get information I need (e.g., home, forward, back buttons; links, tabs, and sections). I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p>
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	<p>To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem</p> <p><b>Y2</b> <u>Online Safety</u> Introduce SMART rules: 'S.' <u>Self-Image and Identity</u> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened; I can give examples of how they might get help. <u>Privacy and security</u> I can explain how passwords can be used to protect information, accounts, and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules</p>	<p><b>(IT) Multimedia:</b> <u>Digital photography</u> (Photo editing tool: <a href="https://pixlr.com/x/">https://pixlr.com/x/</a>) To know what devices can be used to take photographs To use a digital device to take a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that images can be changed</p>	<p>To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer</p>	<p>technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. <u>Copyright &amp; Ownership</u> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them. <b>(IT) Multimedia:</b> <u>Making music</u> (Chrome Music Lab/ 2Beat) To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work</p>	<p>Online Safety Introduce SMART rules: 'R.' <u>Online Relationships</u> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p>I can explain why some information I find online may not be real or true. <b>(CS) Programming:</b> <u>Introduction to quizzes (ScratchJr)</u></p> <p>To explain that a sequence of commands has a start</p> <p>To explain that a sequence of commands has an outcome</p> <p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved</p>
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	<p>for keeping personal information private (e.g., creating and protecting passwords). I can explain how some people may have devices in their homes connected to the internet and give examples (e.g., lights, fridges, toys, televisions).</p> <p><b>(CS)</b> <b><u>Programming:</u></b> <b><u>Robot algorithms</u></b> (Beebots) To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written.</p>				<p><b>(DL) Technology in our lives Computing Systems &amp; Networks: Information technology around us</b></p> <p>To recognise the uses and features of information technology To identify information technology in the home To identify information technology beyond school To explain how information technology benefits us To show how to use information technology safely To recognise that choices are made when using information technology</p>	
<p>Science</p>	<p><b><u>Animals including humans (Y1)</u></b></p>	<p><b><u>Everyday materials (Y1)</u></b></p>	<p><b><u>Plants (Y1)</u></b></p>	<p><b><u>Animals (Y1)</u></b></p>	<p><b><u>Everyday materials (Y1)</u></b></p>	<p><b><u>Plants (Y1)</u></b></p>

	<p>Identify and name a variety of common animals including mammals, fish and birds</p> <p>Describe and compare the structure of a variety of common animals (mammals including pets)</p> <p>Identify which part of the body is associated with each sense</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe and describe weather associated with the seasons</p>	<p>Identify and name a variety of everyday materials, including plastic, wood, water and rock</p> <p>Describe the simple physical properties of wood, water, rock and plastic</p> <p>Compare and group everyday materials being identified</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe changes across the seasons so far</p>	<p>Identify and name a variety of common wild and garden plants</p> <p>Identify and name a variety of common evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe changes across the seasons so far</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense</p> <p>Identify and name a variety of common animals that are herbivore, carnivore and omnivore</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Describe how animals obtain their food from plants and other animals</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons.</p>	<p>Identify and name everyday materials including metal and glass</p> <p>Compare and group together a variety of everyday materials taught so far based on their simple physical properties</p> <p>Distinguish between an object and the material from which it is made</p> <p>Describe the simple physical properties of everyday material focusing on those covered this term</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe changes across the seasons so far</p> <p>Observe and describe the weather associated</p>	<p>Identify and name a variety of common wild and garden plants</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Describe how animals obtain their food from plants and other animals</p> <p>Identify and name different sources of food</p> <p>Use the idea of a food chain</p> <p><b><u>Seasonal changes (Y1)</u></b></p> <p>Observe changes across all four seasons</p>
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	<p><u>Enquiry types</u> Observation over time</p> <p>Identifying, classifying and grouping</p> <p>Research using secondary sources</p>	<p>Observe and describe how the day length varies</p> <p><u>Enquiry types</u> Identifying, classifying and grouping</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p>	<p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Enquiry types</u> Observation over time</p> <p>Identifying, classifying and grouping</p> <p>Pattern seeking</p>	<p><u>Enquiry types</u> Observation over time</p> <p>Identifying, classifying and grouping</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>	<p>with the current season and how day length varies</p> <p><u>Enquiry types</u> Identifying, classifying and grouping</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>	<p>Observe and describe weather associated with all four seasons</p> <p>Describe how the day varies across the seasons.</p> <p><u>Enquiry types</u> Observation over time</p> <p>Identifying, classifying and grouping</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>
	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Gathering and recording data to help in answering questions</p>	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Gathering and recording data to help in answering questions</p>	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Perform simple tests</p>	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Use their observations and ideas to suggest answers to questions</p>	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Perform simple tests</p>	<p><u>Curriculum skills</u> Asking simple questions and answering in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Perform simple tests</p>
<u>Vocabulary prompts</u>						

	<p><u>Animals</u> - Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each), Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak</p> <p><u>Plants</u> - Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem</p> <p><u>Everyday materials</u> - Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p> <p><u>Living things</u> - Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p> <p><u>Seasonal changes</u> - Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p> <p><b>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</b></p>
<b>Modern Foreign Languages</b>	Using the 'Little Languages' scheme of work to give children a basic grounding in French including a repertoire of songs using actions and games to consolidate key vocabulary. Children use key areas of interest such as food, seasons and greetings to access French vocabulary and images. They represent their own ideas, thoughts and feelings through songs, actions and key vocabulary.