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| Subject | Autumn 1 (7 weeks) | Autumn 2 (8 weeks) | Spring 1&2 (6 & 5 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
| English | David Goes to School  (2 weeks: inc baseline story writing/retell)  Cinderella (2 weeks inc retell)  Wolves (3 weeks – non-fiction writing) | Halloween recount (1 week)  Prince Cinders (3 weeks: retell)  Assessment (1 week)  The Puffin Book of Fantastic First Poems (3 weeks: poetry writing) | Jack and the Beanstalk (3 weeks: retell)  The Last Wolf (3 weeks: retell)  Jack and the Baked beanstalk (4 weeks: retell, instructions)  Assessment (1 week) | George’s Marvellous Medicine (6 weeks: Character description, retelling, instructions) | The Bee Who Spoke (4 weeks: invent, character description, non-fiction writing about bees)  Explain pollination, non-fiction about bees,  Assessment (1 week)  The Twits Playscript (2 weeks: playscript and character description) |
| Maths | Year 1 knowledge review  Place value  Addition and subtraction  Measurement (money) | Addition and subtraction  Multiplication and division  Measurement (mass and length/distance) | Multiplication and division  Fractions  Measurement (time)  Geometry (shape) | Fractions  Measurement (capacity and volume) | Geometry (position and direction)  Measurement (temperature)  Statistics |
| Science | **Working scientifically across the topics**  **I can ask** simple scientific questions.  **I can use** simple equipment to make observations.  **I can carry out** simple tests.  **I can identify** and classify both living and non-living things.  **I can suggest answers** to what I have found out.  **I can gather and use** simple data to answer questions.  Children should notice and record seasonal changes throughout the year, making use of the school outdoor environment to do so | | | | |
| **What is in your habitat?**  Know and understand the differences between things that are living, dead and have never lived  Know that most living things live in a habitat to which they are suited  Know and understand how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other  Know a variety of plants and animals in habitats, including micro-habitats  Understand a simple food chain, and name different sources of food. | **Materials: Good Choices**  Know the name of an object and what material it is made from.    Understand why a material was chosen for a specific object.    Understand that the shapes of solid objects made from different materials can be changed by squashing, bending, twisting and stretching.    Know and understand that a material is chosen for its suitability for the object. | **Take Care**  Understand the importance for humans of exercise  Understand that it is important for a human to have a balanced diet  Understand that it is important for humans to have a good level of hygiene | **Growing Up**  Know that animals including humans have offspring which grow into adults  Understand the basic needs of animals including humans for survival (water, food, air) | **The Apprentice Gardener**  Know what seeds and bulbs are, where they come from and how they are different  Understand what is needed for seeds and bulbs to grow into mature plants  Know the different methods of seed dispersal  Know how to grow a plant from a seed  Understand that a plant grows differently under different conditions. |
| History | **Emmeline Pankhurst (significant events/people and places in own locality)**  Understand what life was like for boys and girls in the Victorian times  Know how to compose and answer simple historical questions  Know where events and related people are placed on a chronological timeline  Know about an historical place, person or event from my own locality  Understand how the suffragette movement changed the lives of women? |  | **The sinking of the Titanic (Events beyond living memory)**  Know aspects of life from two periods of time/understand and discuss changes within living memory  Know some ways in which we find out about the past and identify different ways in which the past is represented: artefacts  Understand about sources such as what an artefact was used for  Know some ways in which we find out about the past and identify different ways in which the past is represented: Information in books | **Great Explorers (Life of a significant individual)**  Explain what an explorer is and name some important qualities and equipment  Understand and recall the main events in Ernest Shackleton’s expedition  Understand what went wrong on Shackelton’s expedition  Know about the recent discovery of Shackelton’s ship in the Antarctic  Know the difference between ships built in the past their usage. |  |
| Geography |  | **Around the World**  Know there are 7 continents and can label them on a world map  Know there are 5 oceans and can label them on a world map  Understand that there are differences between countries and can contrast the UK to a Non-European country.  Know and can locate hot and cold places in relation to the equator and the North and South Poles on a map. | **Let’s go to the Arctic**  Know about the Arctic circle and can find it on a globe  Understand that the Arctic has a different climate and can describe it  Know and can name some physical features of Arctic countries  Know and can name some Arctic animals  Know and can compare an Arctic town to a town in the UK |  | **Map Makers**  Know and can use compass points to navigate around a map  Understand how to use aerial photographs and can plan perspectives to recognise landmarks  Know how to devise a simple map and construct basic symbols in a key  Know how to design a map, referring to key human features  Know how to create a 3D map of the town design |
| Design Technology |  | **Structures**  Know how to design a product for a particular purpose or user  Know techniques for cutting and joining  Know how to create a product based on designs  Understand design criteria and if something has met the brief  Know why and how to build structures that are strong and stable | **Food**  Understand which are use appropriate tools, materials and techniques  Understand safety rules and use equipment correctly  Know a simple recipe and understand why we have them. | **Mechanisms**  Know why we make things in certain ways and how they are different from other products  Understand what mechanisms are?  Understand why a plan is important and how they are used successfully |  |
| Art and Design | **Drawing**  Know how to draw from observation, focusing on shape and colour  Know, when drawing from observation, what can be seen and what is obscured  Understand how to develop shape and position  Understand how to layer colour |  | **Painting**  Understand when to use thin and thick brushes for individual pieces of work  Understand how colours carry emotions and temperature, e.g. cold and warm  Know how to mix secondary colours  Know when the consistency of paint should be different |  | **Printing**  Know how to use different materials to create printed images, e.g. foam boards and cardboard print blocks  Know how to use rollers, ink and blocks effectively  Understand how to, and the importance of, keeping ink away from other areas of workspace |
| ICT and Computing | **Unit 2.1**  Coding  Know an algorithm is a set of instructions to complete a task and how to create a program that uses an algorithm  Know how to build an algorithm that follows a timed sequence and includes a collision detection event  Understand that different objects have different properties  Understand what different events do in code  Understand the function of buttons in programs  Understand and debug simple programs | **Unit 2.2**  Online Safety  Know how to refine searches using the search tool  Understand that information put online leaves a digital footprint or trail  Understand how we should talk to others in an online situation and know how to use email respectfully  Begin to understand about sharing things globally on the internet  Know how to keep personal data and hardware secure  **Unit 2.3**  Spreadsheets  Know how to copy and paste  Know how to use totalling tools  Understand that a spreadsheet can add amounts  Know how to create a table  Know how to create a block graph | **Unit 2.4**  Questioning  Know that the information provided on pictograms is of limited use beyond answering simple questions  Understand how a binary tree separates information  Know that binary trees cannot be used to answer more complicated questions  Know that a database is needed to answer more complex search questions  Know how to use the search tool to find information  **Unit 2.5**  Effective Searching  Understand the terminology associated with searching and the internet  Know the basic parts of a web search engine page  Know how to search the internet for answers to a quiz  Know how to search effectively | **Unit 2.6**  Creating Pictures  Know that templates can be used to help us select the best tools for particular art styles  Know how to recreate work of impressionist artists using the impressionism template  Know how to recreate pointillist art using the pointillism template  Know how to recreate the work of Mondrian using the lines template  Know how to recreate the work of William Morris using the patterns template  Know how to recreate surrealist art using the eCollage function in 2Paint A Picture | **Unit 2.7**  Making Music  Know that music can be made digitally using technology  Know how to explore, edit and combine sounds using technology  Know how to change the volume of background sounds  Understand that tunes can depict different feelings  Know how to record own sound  Know how to create own tune using sounds they have added  **Unit 2.8**  Presenting Ideas  Understand that digital content can be presented in many forms  Know how to make a quiz using 2Quiz  Know how to make a non-fiction fact file using multimedia  Know how to make digital content to achieve a given goal by combining several software packages |
| Music | **On this Island: British Songs and Sounds**  Sing, play and follow instructions to perform as a group.  Describe music using simple musical vocabulary.  Explore multiple ways of making the same sound.  Describe how they have adapted a sound using musical vocabulary.  Create a piece that clearly represents a particular environment. |  | **West African call and response song (Theme: Animals)**  Use tempo, dynamics and timbre in their piece.  Play in time with their group.  Use instruments appropriately.  Successfully sing back the melody line in time and at the correct pitch.  Play either a call and/or response role in time with another pupil. | **Musical Me**  Sing the melody accurately while playing their instrument in time.  Describe the dynamics and timbre of their pieces.  Play a known melody from letter notation in the right order, if not with the right rhythms/time.  Invent a melody, write it down (letter notation) and play it  Select instruments with different timbres. |  |
| MFL | **Learning Powers**  Know greetings and name phrase  Know numbers from 1-10 | **Nouns and Performance and Christmas**  Understand some nouns related to Halloween  Understand some body parts  Know familiar colours  Know how to say Merry Christmas | **Revisit and celebrations (Birthdays)**  Know some months of the year  Know how to say Happy birthday  Know numbers 1 to 10  **Nouns, adjectives and creatures (Butterflies and Bees)**  Know some minibeast nouns  Know numbers and colours  Know the word for chocolate | **Exploring animal kingdoms**  Know numbers and colours  Understand some commands. | **Tell me about**  Know the Spanish for flowers  Know about pinatas |
| PE | **Dance**  Begin to understand the importance of warming up.  Know how to watch and describe a performance accurately and recognise what is successful.  I know how to perform a range of actions and simple movement patterns with control and coordination.  Know how to compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.  Know how to explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.  **Handball**  Begin to understand some rules of the game.  Know how to perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low), keeping it under control.  Know how to decide when and where to run, showing good awareness of others.  Understand and describe changes to your heart rate when playing a game.  Know how to react to situations in ways that make it difficult for opponents, I.e., dodging and defending and can apply these in small, sided games. | **Gymnastics**  Understand and describe changes to my heartrate when playing a game.  Know how to perform a range of actions with control and confidence.  Know how to explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination.  Know how to form simple sequences of different actions, using the floor and a variety of apparatus.  Know how to use fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.  **Cricket**  Know how to react to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.  Begin to understand the importance of preparing safely for exercise – warming up.  Know how to show good awareness of others when playing games.  Know how to perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.  Know how to throw/hit a ball in different ways e.g., high, low, fast, slow. | **Badminton & Volleyball**  Understand what a rally is and how to continue one in pairs using varying height, speed and direction into space.  Understand simple tactics for attacking, including hitting the ball into space helps me score points.  Know how to throw/hit a ball/shuttle in different ways e.g., high, low, fast, slow.  Know how to watch, track and catch a shuttle/ball successfully, and throw a shuttle relating to an overhead clear.  Understand a follow the rules of the game, showing good awareness of others when playing games.  **Orienteering and Basketball**  Understand what a compass is used for and can use the direction points.  Know the safety rules and procedures for taking part in orienteering events.  I know how to use some basic features on a map to select and plan a route.  Understand how to work well in big groups, sharing, taking turns, and cooperating with others to meet challenges effectively.  Begin to understand the competitive side of orienteering and take part in a picture orienteering event.  Begin to understand some rules of the game.  Know how to perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low), keeping it under control.  Know how to decide when and where to run, showing good awareness of others.  Understand and describe changes to your heart rate when playing a game.  Know how to react to situations in ways that make it difficult for opponents, I.e., dodging and defending and can apply these in small, sided games. | **Dodgeball**  Begin to understand some rules of the game.  Know how to perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low), keeping it under control.  Know how to decide when and where to run, showing good awareness of others.  Understand and describe changes to your heart rate when playing a game.  Know how to react to situations in ways that make it difficult for opponents, I.e., dodging and defending and can apply these in small, sided games.  **Rounders**  Know how to react to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.  Begin to understand the importance of preparing safely for exercise – warming up.  Know how to show good awareness of others when playing games.  Know how to perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.  Know how to throw/hit a ball in different ways e.g., high, low, fast, slow. | **Hockey**  Begin to understand some rules of the game.  Know how to perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low), keeping it under control.  Know how to decide when and where to run, showing good awareness of others.  Understand and describe changes to your heart rate when playing a game.  Know how to react to situations in ways that make it difficult for opponents, I.e., dodging and defending and can apply these in small, sided games.  **Athletics**  Understand and begin to develop the variety of correct running techniques, including sprinting and running over longer distances.  Begin to evaluate and improve my own performance.  Know how to coordinate and balance whilst exploring different running, jumping, and throwing techniques.  Know that there a range of jumping techniques and begin to develop them.  Understand and develop the underarm and pull throw technique so that I can use different objects. |
| RE |  | **What do candles mean to people?** | **What is a prophet?** |  | **Where do some people talk to God?** |
| PSHE & C | **It’s Our World**   |  | | --- | | Know what rules are.  Know how we are the same & different.  Know which communities we belong to.  Know how to save energy around the school.  Know what recycling and pollution is. | | **Say No!**  Know what some medicines are used for.  Know that some household substances are dangerous.  Know the dangers of smoking and drinking alcohol.  Know a range of real and imaginary hazards.  Know some strategies to prevent bullying. | **Money Matters**  Know why we have money.  Know how to keep money safe.  Know the meaning of affording something.  Know the difference between want & need.  Know the different meanings of being rich.  **Who Likes Chocolate?**     |  | | --- | | Know where different foods come from.  Know the difference between a custom and a ritual.  Know some of the foods we use for different celebrations.  Know the main countries that chocolate comes from.  Know why we need fair trade principles. | | **People Around Us**  Know about the about special people in our lives.  Know about the people who help us.  Know what feelings are associated with loneliness.  Know there are different kinds of families.  Know about people and places around the world. | **Growing Up**  Know the differences between males and females.  Know what a gender stereotype is.  Know the sexual physical differences between males and females.  Know that we are all unique.  Know that sometimes I might need to change my behaviour. |
| Educational visits or visitors |  | Pantomime - Aladdin |  |  |  |
| Parents Afternoon / workshops |  | Christmas Performance |  |  |  |
| Bridge Builders - School |  | I can watch a play at a theatre. | I understand a different culture and how it links with our community.  I can design, make and evaluate a model. | I can design, make and test a computer program. | I can run 1 mile. |
| Bridge Builders - Home | I can make a healthy choice with my diet at home. | I can go to the shop to buy something and check my change.  I can play a board game. | I can bake a cake. | I can take a trip to the seaside and make sandcastles or walk along the river skimming stones. | I can go on a hunt for some insects or small creatures. |