

	AUTUMN		SPRING		SUMMER	
THEME	Castles & Knights	Plants & Weather	Habitats The Sundarbans	Habitats Microhabitats	Animals	Superheroes
LITERACY	The Dragon & The Nibblesome Knight  Narrative Recount Shape Poem	The Selfish Giant  Narrative Acrostic Poem	Tigress  Non-Chronological Report Instructions Rhyming Couplets	One Little Bird  Non-Chronological Reports Instructions Calligrams	The Wolf, The Duck & The Mouse  Narrative Quatrain Poems	Supertato  Narrative Limericks
ONGOING LITERACY SKILLS-						
<ul style="list-style-type: none"> <li>• Writing - Talking for Writing, Composition, Handwriting, Vocabulary, Spelling, Grammar &amp; Punctuation, 2A Sentences, List Sentences, Simile Sentences, What +!, Noun-adjective-Noun pairs, BOBS, -ly Sentences, First Word Last Word Sentences, Double -ly endings, Emotion word Openers, The More The More sentences</li> <li>• Reading - Phonic Sounds revision following RWI (<b>Autumn Term 1</b>), RWI Year 2 Spelling / word level and comprehension</li> <li>• Speaking &amp; Listening</li> <li>• Drama skills</li> </ul>						
MATHS	Numbers to 100 Addition & Subtraction Times tables (2, 5, 10)	Multiplication & Division (2, 5, 10) Length Temperature	Mass Picture Graphs Fractions	Money Time Word problems	2D Shapes 3D Shapes Word problems	Volume Other revision & reviews
ONGPOING MATHS SKILLS: Problem solving, Calculations, reasoning and times tables - x2, x3, x5, x10						
SCIENCE	<b>Everyday Materials</b> Identify & compare the suitability of a variety of every day materials, including: Wood, Metal, Plastic, Glass, Brick, Rock, Paper & Cardboard for a particular	<b>Plants (Part 1)</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  <b>Focus Success:</b> <b>I can describe what</b>	<b>Animals, Including Humans</b> Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of	<b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive.  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different	<b>Plants (Part 2)</b> Observe and describe how seeds and bulbs grow into mature plants.  <b>Focus Success:</b> <b>I can describe how</b>	

	<p>use</p> <p>Find out how the shapes of solid objects made from some materials can be changed by: Squashing, Bending, Twisting &amp; Cutting.</p> <p><b>Focus Success:</b> I can identify &amp; name a range of materials. I can suggest why a material might or might not be used for a specific job. I can explore how materials/shapes can be changed through different forceful methods.</p>	<p><b>plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</b> <b>I can identify &amp; classify things.</b> <b>I can use simple equipment to make observations.</b> <b>I can carry out simple tests.</b> <b>I can use simple data to answer questions</b></p> <p><b>Year 1</b> <b>Seasonal Change</b> Observe changing weather across the four seasons. Observe &amp; describe weather associated with the seasons &amp; how days length varies.</p> <p><b>Focus Success:</b> <b>I can ask simple questions.</b> <b>I can use simple equipment to make observations.</b> <b>I can identify &amp; classify things.</b> <b>I can suggest what I have found out.</b> <b>I can carry out simple tests.</b></p>	<p>animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Focus Success:</b> <b>I can explain the basic stages in a life cycle for animals, including humans.</b> <b>I can describe what animals and humans need to survive.</b> <b>I can describe why exercise, a balanced diet and good hygiene are important for humans.</b></p>	<p>Kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Focus Success:</b> <b>I can identify things that are living, dead and never lived.</b> <b>I can describe how a specific habitat provides for the basic needs of things living there.</b> <b>I can identify and name plants and animals in a range of habitats.</b> <b>I can match living things to their habitat.</b> <b>I can describe how animals find their food.</b></p>	<p><b>seeds and bulbs grow into plants.</b> <b>I can identify &amp; classify things.</b> <b>I can use simple equipment to make observations.</b> <b>I can carry out simple tests.</b> <b>I can use simple data to answer questions</b></p>
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		I can use simple data to answer questions.				
COMPUTING	<p><b>Digital Literacy:</b> FindOut Internet Research - finding facts using a search engine. Uploading work &amp; Annotating it - Uploading historical fact from the internet to seesaw</p> <p><b>CS Theory</b> Mind Map of Technology - looking at what technology is around us and used by us regularly.</p> <p><b>Information Technology</b> Word Art creator linked to King Alfred the Great. Collect and input historical words to create digital art using words.</p>	<p><b>Digital Literacy:</b> Continued: FindOut Internet Research - finding facts using a search engine. Uploading work &amp; Annotating it - Uploading historical fact from the internet to seesaw</p> <p><b>CS Theory</b> I-Wristband design - Children to create their own app images, keys and video excersises.</p> <p><b>Information Technology</b> Drawing Pad - Christmas Picture. Use the drawing / paint tools to create their own digital Christmas cards for a family member.</p>	<p><b>Digital Literacy:</b> Searching for Images - The children will learn how to upload and store images to an ipad. Then use these images to create a poster about the Sundarban.</p> <p><b>CS Theory</b> Design a Robot or new toy and explain its components/functions/ target audience etc</p> <p><b>Information Technology</b> E-Book Creator - Children to create their own digital books with a purpose (could be linked to toys, jokes, favourite past times etc) The children will use digital drawings and text tools to create their books</p>	<p><b>Digital Literacy:</b> E-Safety Rules with Reasons. The children will learn about important ways they can stay safe while using certain technologies such as their computer games or the internet.</p> <p><b>CS Theory</b> Programming</p> <ul style="list-style-type: none"> <li>- BlueBot app</li> <li>- Control Activities</li> </ul> <p>The children will use basic instructions to help move a character around a route correctly. The children will learn to also debug and correct mistakes.</p>	<p><b>CS Theory</b> Continued - Programming</p> <ul style="list-style-type: none"> <li>- BlueBot app</li> <li>- Control Activities</li> </ul> <p>The children will use basic instructions to help move a character around a route correctly. The children will learn to also debug and correct mistakes.</p> <p><b>Information Technology</b> Game Creator - The children will design and create their own Maze or Collecting game.</p>	<p><b>Digital Literacy:</b> E-Safety Fridge Magnets - Children will design and create their own E-Safety set of rules that can then be taken home.</p> <p><b>Information Technology</b> Continued - Game Creator - The children will design and create their own Maze or Collecting game.</p> <p><b>Information Technology</b> To create (typed and print) their own historical document or/and information sheet about DT belts.</p>
GEOGRAPHY	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>Use World maps, atlases &amp; globes to identify the UK, its countries &amp; surrounding seas</p>	<p>Use simple compass directions &amp; locational / directional language to describe a location of features &amp; routes on a map.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences in small areas of the UK and a contrasting non-European country. <b>Compare UK with Sundarban</b></p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Use simple field work &amp; observational skills to study the geographical of their school grounds and the key human and physical features of its surrounding environment.</p>	<p>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>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Forest Schools)</p>	

	<p><b>Focus Success:</b> I can name the 4 countries in the UK and locate them on a map. I can name some of the main towns &amp; cities in the UK, including capital cities. I can say what I like and do not like about the place I live in. I can use world maps, atlases and globes to identify the UK and its countries.</p>	<p><b>Focus Success:</b> I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can describe some of the features of an island.</p>	<p>physical land features Human features. Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North/South poles. Temperature in Sundarban daily compared to UK</p> <p><b>Focus Success:</b> I can describe a place outside of Europe using geographical words I can explain how jobs may be different in this other location. I can say what I like &amp; do not like about a place.</p>	<p><b>Focus Success:</b> I can describe the key features of a place. I can say what I like and do not like about the place I live in.</p>	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Focus Success:</b> I can describe the key features of a place. I can say how an area has been spoil or improved and give my reasons. I can explain the facilities that a village, town &amp; city may need &amp; give reasons. I can describe some of the features of an island.</p>
<p><b>HISTORY</b></p>	<p>Significant historical events, people and places in their own locality. Beeston Castle and Runcorn Castle.</p> <p><b>Focus Success:</b> I can answer questions using books and the Internet. I can use words and phrases like: before, after, past, present, then and now.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Changes within living memory. (Toys)</p> <p><b>Focus Success:</b> I can recognise that some objects belong to the past. I can give examples of things that were different when my parents &amp; grandparents were children. I can find out things about the past by talking to an older person. I can use words and phrases like: before, after, past, present, then and now.</p>	<p>Events beyond living memory that are significant nationally or globally. The Crimean War (Charge of the light Brigade)</p> <p><b>Focus Success:</b> I can answer questions using books and the Internet.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Florance Nightingale</p> <p><b>Focus Success:</b></p>	

	<p><b>King Alfred the Great</b></p> <p><b>Focus Success:</b></p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>		<p>I can explain what an object (old toy) from the past might have been used for.</p>		<p>I can use words and phrases like: before, after, past, present, then and now.</p>	<p>I can answer questions using books and the Internet. I can research the life of a famous person from the past using different sources of evidence.</p>	
RE	<p><b>Buddhism &amp; Islam - Worship</b></p> <p>How and why do symbols show us what is important in religion?</p>	<p><b>Christianity - God</b></p> <p>What do special stories teach worshippers and others? <b>(David &amp; Goliath)</b></p>	<p><b>Sikh Dharam</b></p> <p>How do some people behave because they believe in God</p>	<p><b>Hinduism Worship &amp; festival of Colour</b></p> <p>How do some people behave and celebrate <b>(Holi festival)</b></p> <p>Can worship help people remember what is important?</p>	<p><b>Christianity - Church</b></p> <p>How and why is celebrating important in religion and worship? <b>(Pentecost)</b></p>	<p><b>Christianity - Jesus</b></p> <p>Why do some people have religious rituals? (superhero) <b>(Holly Communion)</b></p>	
DT	<p><b>Medieval Catapults</b></p> <p>Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Explore and evaluate a range of existing products. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Focus Success:</b></p> <p>I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can explain why I have chosen specific textiles. I can explain what went well with my work.</p>		<p><b>Make a Healthy Dish (Link with Computing App &amp; Science work)</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><b>Focus Success:</b></p> <p>I can use my own ideas to make something. I can cut food safely. I can explain to someone else how I want to make my product. I can choose appropriate</p>		<p><b>Moving Animal (Mouth opening using air lever)</b></p> <p>Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Focus Success:</b></p> <p>I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways.</p>		<p><b>Superhero Utility Belt</b></p> <p>Design purposeful, functional, appealing products based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Select from &amp; use a wide range of materials and components. Evaluate their ideas and products against</p>

		<p>resources &amp; tools.</p> <p>I can make simple plans before making.</p> <p>I can describe the ingredients I am using.</p>	<p>I can explain what went well with my work.</p> <p>I can measure materials to use in a model or structure.</p>	<p>design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Focus Success:</b></p> <p>I can join materials and components in different ways.</p> <p>I can measure materials to use in a model or structure.</p> <p>I can explain what went well with my work.</p>
ART	<p><b>Sculptures with Movement</b></p> <p>Use a range of materials creatively to make products.</p> <p>Use <b>drawing</b>, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using <b>texture</b>, shape, <b>form</b> and space.</p> <p>Study the work of <b>Barbara Hepworth &amp; Jean-Hans Arp</b></p> <p><b>Focus Success:</b></p> <p>I can make a clay sculpture.</p> <p>I can join two clay pieces together.</p> <p>I can create a piece of art in response to the work of another artist.</p>	<p><b>Painting with Colour (Animal print)</b></p> <p>Use a range of materials creatively to design and make products.</p> <p>Use <b>painting (Mixing colours)</b>, <b>photography</b> and <b>Digital Art</b> to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using <b>colour</b>, <b>pattern</b>, <b>line</b>, <b>shape</b>, form and space.</p> <p>About the work of artists <b>Wassily Kandinsky</b></p> <p><b>Focus Success:</b></p> <p>I can mix paint to create all the secondary colours.</p> <p>I can create brown with paint.</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p>I can create a piece of art in response to the work of</p>	<p><b>Colour Extension</b></p> <p>Extend Colour work into digital photography, which manipulates colours through filters.</p> <p><b>Artist Eduardo Kobra</b></p>	<p><b>Superhero Comic Art (Pop Art)</b></p> <p>Use a range of materials creatively to design and make products.</p> <p>Use <b>drawing</b> and <b>print</b> to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using <b>colour</b>, <b>pattern</b>, texture, line, shape, <b>form</b> and space.</p> <p>About the work of artists <b>Andy Warhol</b></p>

			another artist.			<p>Focus Success:</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can create a piece of art in response to the work of another artist.</p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p>
MUSIC	<p>Charanga Musical School Scheme: Hands, Feet, Heart</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can perform simple patterns keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can choose sounds, which create an effect.</p>	<p>Charanga Musical School Scheme: HO HO HO</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can perform simple patterns keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can choose sounds, which create an effect.</p>	<p>Charanga Musical School Scheme: I Wanna Play In a Band</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can perform simple patterns keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can create music in response to different starting points.</p> <p>I can make connections</p>	<p>Charanga Musical School Scheme: The Friendship Song</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>I can perform simple patterns keeping a steady pulse.</p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can create music in response to different starting points.</p> <p>I can make connections</p>	<p>Charanga Musical School Scheme: Zootime</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can listen out for particular things when listening to music.</p> <p>I can order sounds to make a beginning, middle and end.</p> <p>I can use symbols to represent sounds.</p> <p>I can create music in response to different starting points.</p> <p>I can improve my own work.</p>	<p>Charanga Musical School Scheme: Reflect, Rewind, Replay</p> <p>Focus Success:</p> <p>I can sing and follow a melody.</p> <p>I can listen out for particular things when listening to music.</p> <p>I can order sounds to make a beginning, middle and end.</p> <p>I can use symbols to represent sounds.</p> <p>I can create music in response to different starting points.</p> <p>I can improve my own work.</p>

			between notations and musical sounds.	between notations and musical sounds.		
Jigsaw - PHSE	<b>Being Me in My World</b>  Hopes & fears for the Year. Rights & Responsibilities. Rewards & Consequences. Safe & Fair Learning Valuing contributions Recognising Feelings	<b>Celebrating Difference</b>  Assumptions & stereotypes about gender. Understanding bullying. Standing up for self & others.  Making new friends. Gender diversity. Celebrating differences & remaining friends	<b>Healthy Me</b>  Motivation. Healthier Choices. Relaxation. Heathy eating and nutrition.  Healthier snacks & sharing food.	<b>Relationships</b>  Different types of family. Physical contact boundaries. Friendship & conflict secrets. Trust & appreciation. Expressing appreciation for special relationships	<b>Dreams and Goals</b>  Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to & sharing success.	<b>Changing Me</b>  Life cycles in nature. Growing from young to old. Increasing independence. Differences in female & male bodies (correct terminology) Assertiveness Preparing for transistion
SCHOOL VALUE FOCUS	<b>Aspiration</b>	<b>Compassion</b>	<b>Respect</b>	<b>Perseverance</b>	<b>Teamwork</b>	<b>Honesty</b>
MFL	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc	Basic MFL taught by the class teacher through small activities across the week. Sight words such as names of objects, colours, numbers, food, celebrations, greetings etc
PE	<b>Invasion Games</b>  Participate in team games, developing simple tactics for attacking & defending.	<b>Gymnastics</b>  Perform dances and controlled balances.	<b>Dance</b>  Perform dances using simple movement patterns.	<b>Net/Wall Games</b>  Participate in team games, developing simple	<b>Outdoor &amp; Adventurous</b>  <b>Striking &amp;</b>	<b>Athletics</b>  Master basic movements including running, jumping,

	<p>Master basic movements including running, jumping, throwing &amp; catching, as well as balance, agility &amp; co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success:  I can throw under arm.  I move &amp; stop safely.  I can throw &amp; catch with both hands.  I can throw &amp; kick in different ways.  I can use equipment safely.  I can move with control and care  I can hit, strike, kick or roll in a game.  I can decide the best space to be in during a game.  I can follow rules.  I can talk about what is different from what I did and what someone else did</p>	<p>Master basic movements including balances &amp; co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success:  I can make my body curl, tense, stretch &amp; relax.  I can control my body when travelling &amp; balancing.  I can copy sequences &amp; repeat them.  I can roll, curl, travel &amp; balance in different ways.  I can use equipment safely.  I can move with control and care.  I can talk about what is different from what I did and what someone else did</p>	<p>Focus Success:  I can move to music.  I can copy dance moves.  I can perform my own dance moves.  I can make up a short dance.  I can move safely in a space.  I can move with control and care.  I can use dance to show a mood or feeling.  I can copy &amp; remember actions</p>	<p>tactics for attacking &amp; defending.</p> <p>Master basic movements including running, jumping, throwing &amp; catching, as well as balance, agility &amp; co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success:  I can throw under arm.  I can hit a ball with a bat.  I move &amp; stop safely.  I can throw &amp; catch with both hands.  I can throw &amp; kick in different ways.  I can use equipment safely.  I can move with control and care</p>	<p><b>Fielding Games</b></p> <p>Participate in team games, developing simple tactics for attacking &amp; defending.</p> <p>Master basic movements including running, jumping, throwing &amp; catching, as well as balance, agility &amp; co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success:  I can throw under arm.  I can hit a ball with a bat.  I move &amp; stop safely.  I can throw &amp; catch with both hands.  I can throw &amp; kick in different ways.  I can use equipment safely.  I can move with control and care</p>	<p>throwing &amp; catching, as well as balance, agility &amp; co-ordination, and begin to apply these in a range of activities.</p> <p>Focus Success:  I can throw under arm.  I move &amp; stop safely.  I can throw &amp; kick in different ways.  I can use equipment safely.  I can move with control and care.</p>
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