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Subject	Autumn A (6 weeks)	Autumn B (7 weeks)	Spring A (6 weeks)	Spring B (6 weeks)	Summer A (6 weeks)	Summer B (8 weeks)
English **Cross-curricular English**	'I love Bugs' By Emma Dodd– **(Poetry)** Write an animal poem linked to our science topic 'Meerkat Mail' By Emily Gravett – **(Postcard/ Diary Writing)** linked to our Geography topic	'Amelia Earhart' By Isabel Sanchez Vegara – **(Non - chronological report)** – Write a fact file about Neil Armstrong – linked with our history topic	'The Three Little Pigs' By Mara Alperin **(Traditional Tales)** Linked to our Science unit Recount of a recent Trip	'SUPERTATO' By Sue Hendra – Write a description for a new character **(Character description)**	'Grow you Own Strawberries' By Helen Lanz **(Instructions)** Write a set of instructions on planting seeds – Linked to our Science topic Titanic – **(Non-Chronological report)** Write a newspaper report – linked to our History topic	'How to hide a lion at school' By Helen Stephens **(Story)**
Maths	**Number:** Place Value (within 20) - 3 Weeks **Number:** Addition and Subtraction (within 20) - 3 weeks	**Number:** Place Value (within 100) 3 Weeks **Geometry:** Shape - 2 weeks	**Number:** Addition and Subtraction (within 100) - 4 Weeks **Number:** Multiplication and Division - 2 Weeks	**Number:** Multiplication and Division -2 Weeks Continued **Measurement:** Length and Height- 2 weeks **Statistics –** 1 Week	**Measurement:** *Money – 2 weeks* **Number –** Fractions - 3 Weeks	**Measurement:** Time - 3 Weeks **Measurement:** Mass, Capacity and Temperature – 2 weeks **Problem Solving and efficient methods** – Prep for SATS (Y2) – 2 Weeks **Geometry -** Position and direction - 1 Week

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Cross-curricular Maths	History Link: Use addition and subtraction to calculate how old people were when events happened.	Geography Link: Measure the distance from two key landmarks in the UK in metres and kilometres	Science Link: Complete a tally chart of the most favoured flowers in the class
Science	Animals, including Humans **How are humans different from animals?** Year 1 • Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals? Year 2: • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)	Everyday Materials **What materials should the three little pigs have used to build their house?** Year 1 • Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? • Can they sort materials into a group by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? Year 2 • Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties?	Plants **How do our gardens grow?** Year 1 • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant? Year 2 • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they found out & describe how plants need water, light and a suitable temperature to grow and stay healthy?

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<table>
<tr><td></td><td colspan="3">Seasonal Changes
Why does it get darker earlier in winter? (Ongoing)
• Can they observe changes across the four seasons?
• Can they name the four seasons in order?
• Can they observe and describe weather associated with the seasons?
• Can they observe and describe how day length varies?</td></tr>
<tr><td>History</td><td>Life of a significant person
Why were Christopher Columbus, Amelia Earhart and Neil Armstrong very brave?
<u>Chronological Understanding</u>
• Can they use words and phrases like: 'before I was born,' 'when I was younger'?
• Can they use phrases and word like: 'before', 'after', ' past', 'present', 'then' and 'now' in their historical learning?
• Can they use a range of appropriate words and phrases to describe the past?
• Can they sequence a set of events in chronological order and give reasons for their order?
<u>Knowledge & Interpretation</u>
• Can they recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what did they later?
• Can they recount some interesting facts from an historical event?
<u>Historical Enquiry</u>
• Can they find out something about the past by talking to an older person?
Can they research the life of a famous non-Briton from the past using different resources to help them?</td><td>Changes within Living Memory
How did we travel a long time ago?
<u>Chronological Understanding</u>
• Can they use words and phrases like: 'before I was born,' 'when I was younger'?
• Can they use phrases and word like: 'before', 'after', ' past', 'present', 'then' and 'now' in their historical learning?
• Can they use a range of appropriate words and phrases to describe the past?
<u>Knowledge & Interpretation</u>
• Can they recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what did they later?
• Can they give examples of things that are different in their life from that of their grandparents when they were young?
• Can they explain why Briton has a special history by naming some famous events and famous people?
• Can they explain why is meant by a parliament?
<u>Historical Enquiry</u>
• Can they find out something about the past by talking to an older person?</td><td>A significant event beyond living memory
Why did the Titanic Sink?
<u>Chronological Understanding</u>
• Can they use words and phrases like: 'before I was born,' 'when I was younger'?
• Can they use phrases and word like: 'before', 'after', ' past', 'present', 'then' and 'now' in their historical learning?
• Can they use a range of appropriate words and phrases to describe the past?
<u>Knowledge & Interpretation</u>
• Can they recount some interesting facts from an historical event?
• Can they explain why Britain has a special history by naming some famous events and some famous people?
<u>Historical Enquiry</u>
• Can they answer questions by using a specific source, such as an information book?
• Can they research the life of a famous Briton from the past using different resources to help them?
Can they research about a famous event that happens in Britain and why is has been happening for some time?</td></tr>
<tr><td>Geography</td><td>Continents and Oceans
Why can't a meerkat live in the North Pole?
<u>Geographical Enquiry</u>
• Can they answer some questions using different resources, such as books, the internet and atlases?</td><td>Transport from A to B
Where do the wheels on the bus take us?
<u>Geographical Enquiry</u>
• Can they say what they like about their locality?
• Can they sort things they like and don't like?</td><td>Human and Physical Geography
What would Barney find exciting about Devon?
<u>Geographical Enquiry</u>
• Can they label a diagram or photograph using some geographical words?</td></tr>
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Can they think of a few relevant questions to ask about <a locality>?
Can they answer questions about the weather?
Can they keep a weather chart?

Physical Geography

Can they explain the main features of a hot and cold place?
Can they describe <a locality> using words and pictures?
Can they explain how the weather changes with each season?

Human Geography

Can they begin to explain why they would wear different clothes at different times of the year?
Can they say something about the people who live in hot and cold places?
Can they explain what they might wear if they lived in a very hot or a very cold place?

Geographical Knowledge

Can they point out where the Equator, North Pole and South Pole are on a globe or atlas?

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Can they answer some questions using different resources, such as books, the internet and atlases?
Can they think of a few relevant questions to ask about <a locality>?

Physical Geography

Can they tell someone their address?
Can they describe <a locality> using words and pictures?
Can they name key features associated with a town or village, eg, church, farm, shop, house?

Geographical Knowledge

Can they identify the four countries making up the United Kingdom?
Can they name some of the main towns and cities in the United Kingdom?

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Can they find out about the seaside by using different sources of evidence?
Can they find out about the seaside by asking some relevant questions to someone else?
Can they say what they like and don't like about their locality and another locality like the seaside?

Physical Geography

Can they describe some physical features of own locality?
Can they explain what makes the seaside special?
Can they describe some of the features associated with an island?
Can they describe the key features of a place, using words like, 'beach', 'coast', forest', 'hill', 'mountain', 'ocean', 'valley'?

Human Geography

Can they describe some human features of the seaside, such as the jobs people do?
Can they explain how the jobs people do may be different in different parts of the world?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?

Geographical Knowledge

Can they name the major cities of England, Wales, Scotland and Ireland?
Can they find where they live on a map of the UK?

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<tr>
<td>Art</td>
<td>Painting – (Linked to Geography topic) – Hot and cold countries
<u>Year 1</u></td>
<td>3D
Create clay animal faces (Linked to Science topic)</td>
<td>Knowledge – George Seurat – Pointillism
Create a piece of art inspired by this arstist
<u>Year 1</u></td>
<td>Printing
Explore different styles of printing -Create Christmas design for a card</td>
<td>Drawing – Flower drawings (Van Gogh)– Linked to Science topic

<u>Year 1</u></td>
<td>Collage –Garden Collage–Using a range of materials and textures
<u>Year 1</u></td>
</tr>
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	• Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? <u>Year 2</u> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding more black?	<u>Year 1</u> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? <u>Year 2</u> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work?	• Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art? <u>Year 2</u> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?	<u>Year 1</u> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? <u>Year 2</u> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer?	• Can they communicate something about themselves in their drawing? • Can they create mood int heir drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? <u>Year 2</u> • Can they use three different grades of pencil in their drawing? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	• Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? <u>Year 2</u> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage?
DT	**Materials** Design an appropriate habitat for a meerkat using a range of	**Textiles** Create Christmas stocking using simple stitching and gluing?	**Mechanisms** Create a vehicle that moves (Links to our Geography topic)	**Mouldable Materials** Use a range of materials to build a home that is strong enough for The	**Cooking and Nutrition** – Healthy Eating (Linked to Science) Create a fruit smoothie	**Construction** Design and build your own version of

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	materials (Linked to our Geography topic) <u>Year 1</u> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? <u>Year 2</u> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger?	(Linked to our science topic) <u>Year 1</u> • Can they describe how different textiles feel? • Can they make a product from textiles by gluing? <u>Year 2</u> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile?	<u>Year 1</u> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? <u>Year 2</u> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product?	Three Little Pigs (Linked to our science topic) <u>Year 1</u> • Can they make a structure/model using different materials? • Can they explain what they are making? • Can they explain which tools they are using? • Can they talk about their own work and things that other people have done? <u>Year 2</u> • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? Can they join things together in different ways?	<u>Year 1</u> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made? <u>Year 2</u> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?	the Titanic (Linked to History) <u>Year 1</u> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects e.g. drawings, arranging pieces of construction before building? <u>Year 2</u> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points?

						• Can they incorporate some type of movement into models? • Can they consider how to improve their construction?
RE	**1.10 – What does it mean to be a faith community?** Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections:	**1.1 – What do Christians believe God is like?** Make sense of belief: • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians Understand the impact: • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their	**1.7 – Who is Jewish and how do they live? (Pt.1)** Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	**1.7 – Who is Jewish and how do they live? (Pt.2)** Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different	**1.2 – Who do Christians say made the world?** Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live	**1.9 – How should we care for the world and for others, and why does it matter?** Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to

	• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas	beliefs into practice in worship (e.g. by saying sorry to God) Make connections: • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	in.	charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
PSHE (Jigsaw)	**Being Me in My World** • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter	**Celebrating Difference** • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone	**Dreams and Goals** • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles	**Healthy Me** • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe Medicine safety/safety with household items • Road safety • Linking health and happiness	**Relationships** • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself	**Changing Me** • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology)

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			• Feelings of success		• Celebrating special relationships	• Linking growing and learning • Coping with change
Music (Charanga)	**Hey You!** (Old-School Hip Hop) **Hey You!** is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes	**Rhythm in the Way We Walk and Banana Rap** (Reggae, Hip Hop) All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	**In the Groove** (Blues, Latin, Folk, Funk, Baroque, Bhangra) **In The Groove** is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.	**Round and Round** (Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion) This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round and Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Your Imagination** (Pop) This is a song about using your imagination. This unit will consist of clapping rhythms, singing, finding the pulse and playing instruments.	**Reflect, Rewind, Replay** (Western Classical Music) This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Computing (Purple Mash)	**Unit 1.1 Online Safety & Exploring Purple Mash** • To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments.	**Unit 1.8 Spreadsheets** • To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash.	**Unit 1.2 Grouping and Sorting** • To sort items on the computer using the 'Grouping' activities in Purple Mash. -To sort items using a range of criteria.	**Unit 2.6 – Creating Pictures** • To explore 2Paint A Picture. • To look at the work of Impressionist artists and recreate them using the Impressionism template.	**Unit 1.7 Coding** • To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program.	**Unit 2.1 – Coding** • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design.

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	• To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. + **Unit 1.9 Technology outside school** To walk around the local community and find examples of where technology is used. • To record examples of technology outside school	• To enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count. + **Unit 2.5- Effective Searching** • To understand the terminology associated with the Internet and searching. • To gain a better understanding of searching the Internet. • To create a leaflet to help someone search for information on the Internet	+ **Unit 1.4 Lego Builders** To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. • To follow and create simple instructions on the computer. • To consider how the order of instructions affects the result.	• To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template. • To look at the work of Piet Mondrian and recreate it using the Lines template. • To look at the work of William Morris and recreate it using the Patterns template. To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program.	• To understand the collision detection event. • To understand that algorithms follow a
Rights Respecting	Recap/Learn Children's Rights Create school/class charter linked to different articles	Rights Respecting Assemblies Talking about rights through everyday behaviour and learning A Global Goal linked to each topic				
British Values	Review values and key texts for each one	British Values afternoon Democracy	British Values afternoon Individual Liberty	British Values afternoon Rule of Law	British Values afternoon Tolerance	British Values afternoon Mutual Respect

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Physical Education	Fundamental Movement	Object Manipulation (Gymnastics)	Creative Movement (Dance)	Co-operative Games	Athletics	Striking and Fielding