Willow Class Curriculum Overview
ELG on separate curriculum (see Early Years Curriculum document)
Year B 2022-2023
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Year 2

<table>
<tr><th colspan="3">Year A and B Autumn</th><th colspan="2">Year A and
B Spring</th><th colspan="3">Year A and B
Summer</th></tr>
<tr><td colspan="8">MATHS Following White Rose
New Mixed Age Syllabus released 2022</td></tr>
<tr><td colspan="3">Number, addition and subtraction, money, multiplication</td><td colspan="2">Division, measurement, geometry, statistics, fractions</td><td colspan="3">geometry, measurement, problem solving, investigations</td></tr>
<tr>
<td>Place Value within 10:
☐ Sort, count and represent objects
☐ Count forwards/backwards to/from 100
☐ Tens and ones
☐ Count one more and one less
☐ Represent numbers to 100
☐ Tens and ones – part-whole model
☐ Tens and ones using addition
☐ Use a place value chart
☐ One to one correspondence
☐ Compare groups using language
☐ Compare groups of objects
☐ Introduce <, > and = symbols
☐ Compare objects and numbers
☐ Order objects and numbers (10 & 20)
☐ Ordinal numbers
☐ The number line
☐ Order objects and numbers
☐ Recognising coins and notes
☐ Count money; notes and coins
☐ Select money</td>
<td>Addition and Subtraction:
☐ Part whole method
☐ Addition symbol
☐ Addition – adding together
☐ Finding a part
☐ Subtraction – breaking apart
☐ Add and subtract 1s and 10s
☐ 10 more and 10 less
☐ Fact families – addition facts
☐ Find number bonds within 10
☐ Systematic methods within 10
☐ Number bonds to 10
☐ Compare number bonds
☐ Fact families – the 8 facts
☐ Find and make number bonds
☐ Related facts
☐ Fact families – addition and subtraction bonds to 20
☐ Check calculations
☐ Bonds to 100 (tens)
☐ Bonds to 100 (tens and ones)
Make the same amount – money
☐ Addition 0 adding more
☐ Add by counting on
☐ Add by making 10
☐ Add a 2 digit and 1 digit – crossing 10
☐ Add two 2 digit numbers – not crossing/crossing 10
☐ Add three 1 digit numbers
☐ Find the total – money
☐ How many left?
☐ Counting back
☐ Subtraction not crossing/crossing 10
☐ Subtract 1 digit from 2 digits
☐ Subtract with 2 digits
☐ Find change – money
☐ Subtraction – finding the difference
☐ Find the difference – money
☐ Compare statements/compare number sentences
☐ Compare number sentences
☐ Compare money</td>
<td>Geometry
☐ Recognise and name 2D/3D shapes
☐ Recognise 2D and 3D shapes
☐ Count sides on 2D shapes
☐ Count vertices on 2D shapes
☐ Draw 2D shapes
☐ Lines of symmetry
☐ Count faces/edges/vertices on 3D shapes
☐ Sort 2D and 3D shapes
☐ Make patterns with 2D and 3D shapes</td>
<td>Place Value within 20:
☐ Compare numbers (10and 20)
☐ Numbers from 11-20
☐ Count forwards/backwards to/from 10 and 20
Money Year 2
☐ Count money – pence
☐ Count money pounds and coins
☐ Choose notes pounds and coins
☐ Make the same amount
☐ Compare amounts of money
☐ Calculate with money
☐ Make a pound
☐ Find change
☐ Two step problems
Addition and subtraction within 20
☐ Add by counting on
☐ Add onese using number bonds
☐ Find and make number bonds
☐ Add by making 10
Place Value
Numbers to 50
☐ Tens and ones
☐ Represent numbers to 50
☐ One more one less
☐ Compare objects/numbers within 50
☐ Order numbers within 50
Multiplication:
☐ Count in 2s
☐ Count in 5s
☐ Count on 10s
☐ Counting in coins
☐ Count in 2s, 3s 5s and 10s
☐ Count money in pence/pounds
☐ Make equal groups
☐ Add equal groups
☐ Recognise/make equalgroups
☐ The multiplication symbol
☐ Multiplication frompictures
☐ Make arrays/doubles
☐ Use arrays
☐ 2, 5 and 10 times tables</td>
<td>Division
☐ Make equal groups –sharing and grouping
☐ Divide by 2, 5 and 10
Odd and even numbers

Length and Height
☐ Measure length
☐ Measure length (cm/M)
☐ Compare length and height
☐ Compare lengths, order lengths
☐ Four operations with lengths

Mass, Capacity &Temperature
☐ introduce weightand mass
☐ compare mass
☐ measure mass
☐ introduce capacity and volume
☐ compare capacity
☐ measure capacity
☐ millilitres
☐ litres temperature</td>
<td>Place Value (Yr 1)
• Counting to 100
• Partitioning numbers
• Comparing numbers
• Ordering numbers
One more, one less

Multiplication and Division
☐ Count in 2s
☐ Count in 5s
☐ Count on 10s
☐ Counting in coins
☐ Count in 2s, 3s 5s and 10s
☐ Recognise equal groups
☐ Add equal groups
☐ Make arranges
☐ Make doubles
☐ Make equal groups-grouping
Fractions
☐ Make equal parts
☐ Recognise a half and a quarter and a third
☐ Find a third
☐ Find a half and a quarter
☐ Unit fractions, non-unit fractions, equivalence of ½and 2/4
☐ Find three quarters
☐ Count in fractions</td>
<td>Statistics (Yr2)
☐ Make tally charts
☐ Draw/interpret pictograms (1, 2, 5, 10)
☐ Block digrams

Fractions
Recognize a half of an object or shape
Find a half of an object or shape
Recognise a half of a quantity
Recognise a quarter of an object or a shape
Recogonise a quarter of a quantity
Find a quarter of a quantity

Time
☐ before and after
☐ dates
☐ time to the hour
☐ time to the half hour
☐ hours and days
☐ o'clock and half past
☐ quarter past and quarter to
☐ telling time to 5 minutes
☐ writing time
☐ comparing time
☐ find durations of time
compare durations of time</td>
<td>Position and Direction:
☐ Describe turns
☐ Describe movement
☐ Describe position
☐ Making patterns with shapes

Problem solving and consolidation in the second half of term.</td>
</tr>
</table>

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Outside Learning Opportunities							

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<table>
<tr><th colspan="2">Year A&B Autumn</th><th colspan="2">Year A&B Spring</th><th colspan="2">Year A&B Summer</th></tr>
<tr><td colspan="2" rowspan="2">Story type key – choose a range of story types over the year</td><td>Warning Tale 1</td><td>Wishing Tale</td><td>Conquering the Monster Tale 2</td><td>Tale of Fear 1</td><td>Losing Tale 2</td></tr>
<tr><td>Finding Tale 1/ Portal</td><td>Quest/ Journey Tale 3</td><td>Rags to Riches Tale/ change 1</td><td>Character Flaw Tale 2</td><td>Meeting Tale 1</td></tr>
<tr><td colspan="7">ENGLISH – Reading
Follow the Little Wandle for Year 1
Follow the new guided reading recommendations for Year 2 (see staff meeting for format)</td></tr>
<tr><td colspan="2">Reading (Phonics)</td><td colspan="2">Reading (Phonics)</td><td colspan="2">Reading (Phonics)
Phonics assessment for Year 1 and any that failed the November assessment in Summer</td></tr>
<tr>
<td>Phonics
Little Wandle Programme
Review Phase 3 and 4 – review of tricky words Phases 2-4
Phase 5 /ai/ay play /ow/ ou cloud /oi/ oy toy /ea/ea each

Autumn 2
Phase 5 graphemes
/ur/ir bird
/igh/ ie pie
/oo/yoo/ue blue rescue
/yoo/ u unicorn
/oa/ o go
/igh/ I tiger
/ai/ a paper
/ee/e he
/ai/ a paper
/ee/e he
/ai/ a-e shake
/igh/ i-e time
/oa/ o-e home
/oo/ yoo/ u-e rude
/ee/ e-e these
/oo/yoo/ ew chew new
/ee/ ie shield
/or/ aw claw

New tricky words
Their, people o your, Mr Mrs Ms ask could would should our house mouse water</td>
<td>Year A
Narrative
Journey Tales
the Everywhere Bear-
focus: Character

Additional texts: we’re going on a Bear hunt/
EYFS: Goldilocks and the 3 bears

Non-fiction-non chronological reports: Fact file-A book of bears
Focus: Non fiction writing.

Poetry- Acrostic poems linked to Harvest

Caore text Autumn 2:
Narrative
Emily Brown and the thing
Focus: setting description

Additional texts–
Nonfiction
Instructions- How to catch a reindeer.

Poetry
Rhymes

Year B
Core Text Autumn 1: Finding tale Pumpkin soup - possibly change to a Pipkin of pepper?
Additional Texts:
Non-Fiction: Recount Instructions
Make pumpkin soup
:
Poetry- Harvest poems

Core Text Autumn 2:
Narrative EYFS: Little Red Riding Hood-warning/
ks1: Katie in London

Non-Fiction
Non-chronological report
Or Explanation: The Great fire of London newspaper report</td>
<td>Phonics
Phase 5 graphemes
Spring 1
/ee/ y funny
/e/ ea head
/w/ wh wheel
/oa/oe ou toe shoulder
/igh/ y fly
/oa/ow snow
/j/ g giant
/f/ ph phone
/l/ le al apple metal
/s/ c ice
/v/ ve give
/u/ o-e ou some mother young
/s/ se cheese
/s/ se ce mouse fence
/ee/ ey donkey
/oo/ ui ou fruit soup
New tricky words Any many again Who whole where two School call different Thought through friend work
Phase 5 graphemes
Spring 1
/ur/ or words
/oo/ u oul awful could
/air/ are share
/or/ au aur oor al author dinosaur floor walk
/ch/ tch ture match adventure
/ar/ al a half father
/or/ a water
Schwa in longer words different
/o/ a want
/air/ ear ere bear there
/ur/ ear learn
/r/ wr erist</td>
<td>YEAR A
Narrative :
Dave and the tooth fairy-
Focus : description.

Non-fiction – explanation- why it is important to look after your teeth

Poetry
List Poems- The sound collector.

Core text Spring 2:
Narrative- Journey-The Snail and the whale
Focus: Starts and finishes.

information text: All about minibeasts Facts about snails (link to Science- animals including humans)

Poetry – Hurt No Living Thing by Christina Rosetti
Nursery rhymes

Year B
Core Text Spring 1:
Narrative
Jack and the Beanstalk

Additional Texts:
Non fiction: discussion: should Jack be punished?
Information texts with explanation elements-
Poems on a theme: nature poems

Core Text Spring 2:
Narrative
Dogger- losing/ finding tale/
Knuffle Bunny
Additional Texts:
Non-Fiction: Information texts- toys</td>
<td>Phonics:
Summer 1 no new sounds for Year 1
Phonics screening check review – no new GPCs

Summer 2
/ai/ eigh aigh ey ea eight straight grey break
/n/ kn, gn, knew gnaw
/ear/ ere eer here deer
/zh/ su si treasure vision
/j/ dge bridge
/i/ y crystal
/j/ ge large
/sh/ ti ssi si ci potion mission meansion delicious
/or/ augh our oar ore daughter pour oar more

New tricky words busy beautiful pretty hour move</td>
<td>Summer 1:
Narrative
Warning Tale
Three Little pigs
(Stranger danger link)
Focus: dialogue

Non fiction-discussion. Should you use straw to build a house?

Poetry-Haiku about Spring/ summer
Core text Summer 2:
Narrative
Core Text: The night pirates- Portal story
Focus: Action and suspense

Non fiction: Recount about a trip

Poetry: The Sea by John Foster

Year B
Core Text Summer 1:
Narrative
Cumulative: Mrs Armitage on Wheels (Mr Gumpy) John Burningham
Information Text – Link to History – Transport/ Or kings and Queens?
Poetry
The sound collector

Core Text Summer 2:
Narrative- Quest
Meerkat Mail by Emily Gravett
Non-Fiction- Non chronological report about Meerkats/ animals.
Poetry- Repeating patterns African settings

Both year groups should be able to answer questions from the following reading domains:
Retrieval
Inference</td>
</tr>
</table>

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want Year 1 to read books linked to the sounds they have learned or currently learning to ensure 95% accuracy – access to online Library.	or How the Great Fire of London started **Poetry: The Great Fire of London by George Szirtes** **Both year groups should be able to answer questions from the following reading domains:Retrieval** **Inference Prediction** **Vocabulary** **Sequencing** **Reading Objectives Year 1 at working towardsor within levels** Apply phonic knowledge and skills as the route todecode words (see previous column) Say sounds for 40+ graphemes including one grapheme for each of the 40+ graphemes Respond speedily with the correct sound to graphemes for all 40+ phonemes including whereapplicable alternative sounds for graphemes Read accurately by blending sounds in unfamiliarwords containing GPCs that have been taught Read common exception words from English appendix 1 NC Read words containing taught GPCs and s es ing eder and est endings Read aloud many words containing taught GPCs quickly and accurately without overt sounding andblending Read other words of more than one syllable thatcontain taught GPCs Read words with contractions and understand thatthe apostrophe represents an omitted word Read aloud during guided reading sessions linked tophonics books that are consistent with the developing phonics knowledge, that do not require guessing words from pictures or context Reread phonically decodable books to build upfluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabular and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can readindependently Develop pleasure in reading by being encouraged totalk about events in what's read or heard and link them to their own experiences Retell some familiar stories and rhyme (through Talkfor Writing Develop pleasure for reading by joining in predictablephrases Develop pleasure by becoming very familiar with fairytales, stories and retelling them To learn rhymes and poems by heart Discuss new words and link to those already known(Mrs Wordsmith resources) Understand books read by the teacher drawing onwhat is known or on background information and vocabulary To check texts make sense and correct inaccuratereading To discuss the title and significant events in the bookTo infer in books and answer questions To predict action in books To discuss books and take turns and listening towhat others might say Explain their understanding to another Year 1 to read books linked to the sounds they have learned or	/s/ st sc whistle science /c/ ch school /sh/ ch chef /s/ ze freeze Schwa at the end of words actor Tricky words once laugh because eye	Poetry: Shape poetry **Additional Texts:** **Both year groups should be able toanswer questions from the following reading domains: Retrieval** **Inference** **Prediction** **Vocabulary** **Sequencing** **Reading Objectives Year 1 at withinor expected levels** Apply phonic knowledge and skills as theroute to decode words (see previous column) Say sounds for 40+ graphemes includingone grapheme for each of the 40+ graphemes Respond speedily with the correct soundto graphemes for all 40+ phonemes including where applicable alternative sounds for graphemes Read accurately by blending sounds inunfamiliar words containing GPCs thathave been taught Read common exception words fromEnglish appendix 1 NC Read words containing taught GPCs ands es ing ed er and est endings Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blendingRead other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents an omitted word Read aloud during guided reading sessions linked to phonics books that areconsistent with the developing phonics knowledge, that do not require guessingwords from pictures or context Reread phonically decodable books to build up fluency and confidence in wordreading Develop pleasure in reading, motivation to read, vocabular and understanding bylistening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can readindependently Develop pleasure in reading by being encouraged to talk about events in what's read or heard and link them totheir own experiences Retell some familiar stories and rhyme(through Talk for Writing Develop pleasure for reading by joiningin predictable phrases Develop pleasure by becoming veryfamiliar with fairy tales, stories andretelling them To learn rhymes and poems by heartDiscuss new words and link to thosealready known (Mrs Wordsmith resources) Understand books read by the teacher drawing		**Prediction** **Vocabulary** **Sequencing** **Reading Objectives Year 1 at expected or above levels** Apply phonic knowledge and skills as the route to decode words (see previous column) Say sounds for 40+ graphemes including one grapheme for each of the 40+ graphemes Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words from English appendix 1 NC Read words containing taught GPCs and s es ing ed er and est endings Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents an omitted word Read aloud during guided reading sessions linked to phonics books that are consistent with the developing phonics knowledge, that do not require guessing words from pictures or context Reread phonically decodable books to build up fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabular and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Develop pleasure in reading by being encouraged to talk about events in what's read or heard and link them to their own experiences Retell some familiar stories and rhyme (through Talk for Writing Develop pleasure for reading by joining in predictable phrases Develop pleasure by becoming very familiar with fairy tales, stories and retelling them To learn rhymes and poems by heart Discuss new words and link to those already known (Mrs Wordsmith resources) Understand books read by the teacher drawing on what is known or on background information and vocabulary To check texts make sense and correct inaccurate reading To discuss the title and significant events in the book To infer in books and answer questions To predict action in books To discuss books and take turns and listening to what others might say Explain their understanding to another

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	currently learning to ensure 95% accuracy access to online Library **Reading Objectives Year 2 to achieve workingtowards at least** With support studying comprehension across thedifferent domains and being able to clearly state which domain questions are linked to and answercorrectly. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately words of two or more syllables that contain graphemes taught so far. Read words containing common suffixes Read common exception words, noting unusual correspondences between spelling and sound where these occur in a word. Read words in age-appropriate books accurately and fluently without overt sounding and blending andsufficiently fluently to allow him/her to focus on understanding rather than decoding Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that which he/she can read independently		on what is known or on background information and vocabularyTo check texts make sense and correctinaccurate reading To discuss the title and significantevents in the book To infer in books and answer questionsTo predict action in books To discuss books and take turns and listening to what others might say Explain their understanding to another **Reading Objectives Year 2 toachieve within at least** With support, studying comprehensionacross the different domains and beingable to clearly state which domain questions are linked to and answer correctly. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes Read aloud books closely matched to his/her improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread books sounding out unfamiliar words accurately to build up fluency andconfidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding bydiscussions the sequence of events in books and how items of information are related. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Understand both the books that he/shecan already read accurately and fluentlyand those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading		**Reading Objectives Year 2 to achieve working at expected or above** Studying comprehension across the different domains and being able to clearly state which domain questions are linked to and answer correctly. Develop pleasure in reading motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing hie/her favourite words and phrases. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that he/she can alreadyread accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided bythe teacher. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done. Make inferences on the basis of what is said and done in a book he/she is reading independently. Understand both the books that he/she can alreadyread accurately and fluently and those that he/she listens to by answering and asking questions and making links.
Outside Learning Opportunities			**Go outside to collect outside sounds**		**Building three pigs houses using natural materials.**

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ar A&B Autumn **2022-2023 – Year 2 had to revisit Phonics so were slightly behind on the spelling programme as they redid Phase 5 Phonics to secure the spellings** **2023-2024 This is the pattern expected to happen**	**Year A&B Spring**	**Year A&B Summer**

ENGLISH – Writing
Year 2 Follow Jane Considine Spelling Programme

Composition - Handwriting– Grammar-Spelling			**Composition - Handwriting– Grammar-Spelling**			**Composition - Handwriting– Grammar-Spelling**		
Writing **Handwriting at working towards or within** To sit at a table, holding a pencil comfortably and correctly. To form most of the lower case letters correctly starting and finishing in the right place. Form capital letters Practise handwriting families of letters daily Consistently form lower-case letters of the correct size relative to one another in some of their writing. To make their writing the correct size Use the letter join continuous cursive writing to form diagonal and horizontal strokes needed to join letters in some of their writing To understand which letters when adjacent to one another are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another to lower case letters To use spacing between words that reflects the size of the letters **Composition** Write sentences by saying out loud what he/she is going to write about after discussion with the teacher Write down sentences that he/she has rehearsed Compose and write sentences independently to convey ideas Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. Write down one of the rehearsed sentences (linked to the model text if necessary). Compose and write sentences	Grammar Use regular plural noun suffixes s or es e.g. dog dogs wish wishes Understand how words can combine to make sentences. Join words and clauses using and Form nouns using suffixes such as ness and er and by compounding Form adjectives using suffixes such as ful less Use coordination using or and but and some subordination using when if that because to join clauses Use expanded noun phrases for description and specification To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command To use present and past tense regular verbs ed	Spelling Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. Spelling words containing the graphemes covered in the Autumn Term. Identify and write the graphemes covered in the Autumn Term. Spell common exception words covered in the Autumn Term. Name the letters of the alphabet in order. Year 2 Jane Considine Spellings Statutory Words Suffix le followed by a double consonant Suffix il /1/ spelled with y Common words because, should, behind etc Contracted forms Long a sound: ay and ai or split	Writing **Handwriting at within or expected** To sit at a table, holding a pencil comfortablyand correctly. To form most of the lower case letters correctly starting and finishing in the right place. Form capital letters Practise handwriting families of letters daily Consistently form lower-case letters of the correct size relative to one another in some oftheir writing. To make their writing the correct size Use the letter join continuous cursive writing toform diagonal and horizontal strokes needed to join letters in some of their writing To understand which letters when adjacent toone another are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one anotherto lower case letters To use spacing between words that reflects thesize of the letters **Composition** Write sentences, sequencing them to form short narratives (real or fiction) with or without the support of model texts. Write sentences by re-reading what he/she has written to check that it makes sense. Discuss what they have written with peers andadults. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher Understand how words can combine to make sentences Join words and clauses using and Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate using question marks and exclamation marks	Grammar Use suffixes thatcan be added to verbs where no change is needed in the spelling of root words e.g. helping Separate wordsusing spaces Use capital letters and full stops to demarcate sentences in some of his/her writing Use suffixes er est in adjectives and use ly to turn adjectives into adverbs Use capital letters and full stops to demarcate most sentences in their writing anduse question marks correctly when required Use the	Spelling Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes using the spelling rules for es and s as the plural marker for nouns and the third person singular. To find synonyms for words Possessive apostrophes at the end of words Soft /s/ spelled ce It's and its Long e sound reprentations – ae, ey,ee e-e,e,y,ie and when to use them Prefix tri Prefix dis, non, un, im, in Spelling with dge Different spellings of long i: I,i-e,igh,y,ie	Writing **Handwriting at expected or above** To sit at a table, holding a pencil comfortably and correctly. To form most of the lower case letters correctly starting and finishing in the right place. Form capital letters Practise handwriting families of letters daily Consistently form lower-case letters of the correct size relative to one another in some of their writing. To make their writing the correct size Use the letter join continuous cursive writing to form diagonal and horizontal strokes needed to join letters in some of their writing **Composition** Join words and clauses using and Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate using question marks and exclamation marks Use capitals for names of places people and days of the week. Use the personal pronouns Understand the following terminology: letter, capital	Grammar Understand how the prefix un changes the meaning of verbs and adjectives e.g. unkind, undoing Use capital lettersfor names of people, places, the days of the week and the personal pronounI Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and	Spelling Add prefixes and suffixes using the prefix un – ing ed er and est where no change is needed in the spelling of the rootwords. **Apply simple spelling rules and guidance as listed in English Appendix 1.** Write from memorysimple sentences dictated by the teacher that include words using the GPCs and common exception words taught over the year. Spell words by identifying the phonemes and representing the phonemes with graphemes ,including words with consonant clusters and simpledigraphs. Long e sound using ee Adding ed to regular verbs to make them into the past tense Learning unusual or uncommon spellings Letter string ice and ock To realise that the phoneme /a:/ may be pronounced differently by different people Words spelled el for /l/ sound

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independently to convey ideas. Write poetry to develop positive attitudes and stamina for writing Write about real events and facts Write sentences that are linked thematically (both real and fictional) Write effectively and coherently for different purposes, drawing on his/her reading and model texts to inform the vocabulary and grammar of their writing Make simple additions, revisions and corrections to their writing by evaluating their writing with the teacher and other pupils. Consider what they are going to write by using a text map, repeating the model text aloud and saying out loud what they are going to write about Consider what they are going to write before beginning by writing down ideas and key words from the model text Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence using model texts	Apostrophes of omission To know that proper nouns need capital letters To be able to put simple words into dictionary order	digraph, ey a aigh and eigh Suffixes il and al Ve spelling at the end of the word Tion and sion	Use present and past tense mostly correctly and consistently. Read aloud what he/she has written with appropriate intonation to make the meaning clear Make additions and revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. Write effectively and coherently for different purposes , drawing on his/her reading to inform the vocabulary and the grammar of their writing. Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Make simple additions, revision, and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,including verbs in the continuous form. Consider what they are going to write before beginning by encapsulating what they want tosay more independently Write for different purposes to develop positive attitudes and stamina for writing Write poetry to develop positive attitudes and stamina for writing Write about real events and facts Write sentences that are linked thematically(both real and fictional)	progressive formof verbs in the present and pasttense to mark actions in progress e.g. hewas shouting	Compound words Words with silent letters A used for /o/ sound e.g.want, wander S to pluralise a word If the word ends in a consonant and a y then drop the y and add ies If the word ends in a vowel and y then just add s /s/ can be made using s and c Rhyming words Words that end in ch, sh ss s or x add es – words that do not end in these letters just add s to pluralise Revision of le Prefix un Prefix dis which means making the opposite of /u:/ for zoo, moon, soon, boot, room Using a dictionary to check homophones Antonyms Prefix re means again	letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. Use present and past tense mostly correctly and consistently. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use expanded noun phrases for description and specification e.g. the blue butterfly Use coordination using or and but and some subordination using when, if that, because to join clauses. Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix,adjective, adverb, verb, tense and apostrophe	exclamation mark. Use question and exclamation marks appropriately Use commas to separate items ina list Use apostrophes to mark where letters are missingin spelling and to mark singular possession in nouns e.g. the girl's name	Prefix dis means reversing and un means not revision Tricky words Suffixes ing, ed, est and er Irregular and exception words How to form compound words Numbers 1-20 Colours and bedroom themed words Homophones there their and they're Near homophones Silent w in wrap wreck etc Proper nouns requiring a capitals Ch and ture as endings Suffix ness and less Drop the y when adding suffixes to multi-syllabic words where the root word ends in a consonant and y Counting syllables to spell words When to add a y, double the final consonant before adding y and when to drop an e to add the y to change a word from a noun to an adjective Finding small words in larger words as a spelling strategy To recognize the /f/ that f is more common than ph When to double the consonant when adding ing Ue, ew and u-e

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<table>
<tr><th colspan="2">Year A&B Autumn</th><th colspan="2">Year A&B Spring</th><th colspan="2">Year A&B Summer</th></tr>
<tr><td colspan="6">ENGLISH – Speech and Language – all objectives worked on and revisited throughout the year</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Discuss the significance of the title and events.

Compose a sentence orally before writing it.
Discuss what they have written with teachers and peers.

Listen to and discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.
Discuss the sequence of events in a book and how items of information are related.
Learn model texts by heart.</td><td>To participate and act in the Christmas play.

To participate discussions about what is read to them, taking turns and listening to what others say.

Recite some poems and model texts by heart.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Discuss their favourite words and phrases.

Learn model texts by heart and start to innovate them verbally.</td><td>Clearly explain their understanding of what is read to them.

Say out loud what they are going to write about.

Read aloud their writing clearly enough to be heard by a teacher or group.
In Science Week, ask simple questions and recognise that they can be answered in different ways (ask people questions, talk about what they have found out and how they found it out) communicate findings in a range of ways and begin to use simple scientific language.
Answer and ask questions.
Participate in discussions about books, poems and other works that are read to them and those that can be read for themselves taking turns and listening to what others say.</td><td>Recognise language and use language relating to dates, including days of the week, weeks, months, and years.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that are read for themselves.

Learn model texts by heart and start to innovate them verbally.

Perform parts in Class assembly.</td><td>Describe position, direction and movement including whole, half quarter and three quarter turns e.g. left and right, top middle and bottom, in front of above between around near close and far up and down forwards and backwards inside and outside.

Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.

Learn model texts by heart and start to innovate them verbally.</td><td>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms; put together, add, altogether, total, take away distance between, difference between more than and less than.

Learn model texts by heart and start to innovate them verbally.</td></tr>
<tr><td colspan="6">Outside Learning Opportunities</td></tr>
<tr><td colspan="2">Go on a Bear hunt
Study Owls in the school grounds- make owl boxes. Go on a Bear hunt with the children in the local woods.

Teddy bears picnic
Go on a bear hunt
Harvest walk

Shadow drawing</td><td colspan="2">Growing seeds- The tiny seed
Gardening

Making tooth fairy houses using natural materials

Study snaiils outside</td><td colspan="2">Building 3 pigs houses outdoor
Building habitats and homes for animals

Exploring animal homes in the local area</td></tr>
</table>

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RE – **Year A – Year 2 Discovery RE** **Throughout the year to produce work linked to each topic towards the Bronze Award for Christian Aid's Global Neighbours Scheme to ensure we cover World Vision aspects of the course.**							
Autumn		**Spring**		**Summer**			
Gospels **Christianity** **Digging Deeper UC**	**Incarnation** **Understanding** **Christianity** **Philosophy**	**Islam** **Prayer at Home**	**Salvation Digging** **Deeper** **UnderstandingChristianity** **Theology**	**Islam** **Does Going to a Mosque give Muslims a sense of belonging?**	**People of God** **UC**	**Lord's Prayer** **2 weeks**	**Big Little Planet Week** **1 week**
What did Jesus Teach? Is it possible to be kind to everyone all of the time?	**Why do Christians believe that God gave Jesus to the world?** To explain that Christiansbelieve that God came toEarth in human form as Jesus. To understand that Christians believe that Jesus came to show that allpeople are precious and special to God. To investigate Christians believe that Jesus is God and that he was born as ababy in Bethlehem. To learn that the Bible points out that his birth showed he was extraordinary and that he came to bring Good News.Christians celebrate Adventas a time of getting ready for the birth of Jesus. **F/KS1 Perform a nativity sothat the messages and learning linked to this section are made clearer through drama and songs.**	**Does praying at regular intervals help a Muslim in his/her everyday life?**. **Big Answer Big Questions on Prayer to compare with other religions**	**How important is it to Christians that Jesus came back to life after his crucifixion?** To explain why Christians remember Jesus' last week at Easter. To understand that the name Jesus means tosave. To know that Jesus came to show God's love. To learn about Palm Sunday andlead the collectiveworship about it. To know about the position of Easter in the 'Big Story' To understand that Christians believe that Jesusbuilds a bridge between humansand God To learn about thetrial of Jesus and lead an assembly about it	Is the Shabbat important to Jewish children? Special Days – shabbat meal and all about the synagogues To know that Jews believe inone God who isthe Creator andcares for all people What is the significance of the Mezuzah inthe Jewish home? To know the importance of home and familyin Judaism and other faiths- look at Jewish celebrations. What are the basic beliefs ofJudaism? Explore Shabbatas a day of spiritual fulfilment. Learnhow it starts andfinishes. What rituals happen inbetween? Learn about a Jewish festival.	**Why is the word God important to Christians? What is Godlike?** To talk about God's name and how that Christians believe that God's the creator of the universe. To discover how Christians find out about God in the OldTestament. To explore the ideasthat Christians believe that God is kind, loving and howthe stories show us this. To find out more about how Christian'sworship God and try to live in ways that please him. To study stories suchas Noah, Abraham and link it to other faiths. **Opportunities for courageous advocacy –** showing how all Christians can become People of God through their actions in the community- we should be starting Christian Aid – Global Awareness on 9th April resources are worth looking at any way for world views.	Learning the meaning of the Lord's Prayer for Christians over several weeks to ensure deep understandin g.	Findingout about the culture and religionof another society in the world.
Outside Learning Opportunities	**Prayer day including outdoor prayer spaces**						

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RE – Year B – Year 1 Discovery RE Throughout the year to produce work linked to each topic towards the Bronze Award for Christian Aid's Global Neighbours Scheme to ensure we cover World Vision aspects of the course.							
Autumn		**Spring**		**Summer**			
God and Creation UnderstandingChristianity Huma and Social Sciences	**Incarnation Understanding Christianity Philosophy**	**Gospel Core UnderstandingChristianity Theology**	**SalvationCore UnderstandingChristianity Theology**	**Judaism Shabbat**	**Judaism Rosh Hashanah and Yom Kippur**	**Lord's Prayer**	**Big Little Planet Week**
Does God Want Christians to Look After the World? The core concept in Creation is that the universeand human life are God's good creation. Humans are made in the image of God. In the Fall Humans have a tendency to go their own way rather than keep their place in relation to their Creator. Creation Story and environmental issues/stewardship What do religious people say God is like? Who made the world? How did the universe come to be? To explain why Christians, believe God is the creator of theuniverse. To understand how Christiansbelieve God created the universe. To investigate how God has a unique relationship with humanbeings as their Creator and Sustainer. To explain why humans shouldcare for the world because it belongs to God. **Opportunity for courageous advocacy:** Any environmental issue whichis obviously linked to news stories like the fires in the rainforest, plastics or anythingelse that the children want to explore. **By the end of the topic:** Pupils will know that Christiansbelieve God created the universe. That Christians also believe thatthe Earth and everything in it are important to God.	**Why do Christians perform nativity playsat Christmas?** **Why does Christmas matter to Christians?** To explain that Christians believe that God came toEarth in human form as Jesus. To understand that Christians believe that Jesus came to show that allpeople are precious and special to God. To investigate Christians believe that Jesus is God and that he was born as ababy in Bethlehem. To learn that the Bible points out that his birth showe4d he was extraordinary and that he came to bring Good News. Christians celebrate Adventas a time of getting ready for the birth of Jesus. **F/KS1 Perform a nativity sothat the messages and learning linked to this section are made clearer through drama and songs.**	**Was it easy for Jesus to show friendship** Zacchaeus, Jesus stills the storm, Lazarus focusing on friendship What questions do religious stories make us ask? Can we find any answers? To discuss how Christians believe that Jesus bringsgood news for allpeople? What is the good news? How does he tell it? Investigate the evidence that Jesuswas a friend to the poor and friendless.Christians believe that Jesus' teachings make people think about how to live and show them the rightway today.	**Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** **Preparing for a special person – the messiah.** **What do Christians remember at Easter?** To explain why Christians remember Jesus' last week at Easter. To understand that the name Jesus means tosave. To know that Jesus came to show God's love. To learn about Palm Sunday andlead the collectiveworship about it. To know about the position of Easter in the 'Big Story' To understand that Christians believe that Jesusbuilds a bridge between humansand God To learn about thetrial of Jesus and lead an assembly about it	Is the Shabbat important to Jewish children? Special Days – shabbat meal and all about the synagogues To know that Jews believe in one God who is the Creator and cares for all people What is the significance of the Mezuzah in the Jewish home? To know the importance of home and familyin Judaism and other faiths- look at Jewish celebrations. What are the basic beliefs of Judaism? Explore Shabbatas a day of spiritual fulfilment. Learn how it starts and finishes. What rituals happen in between? Learn about a Jewish festival.	Are Rosh Hashanah and Yom Kippur important to Jewish children Forgiveness, repentance, food and symbolism, new year plans, prayer, synagogue Does celebrating Chanukah make Jewish children feel closer to God? Chanukah story, miracle, celebration	Learning the meaning of the Lord's Prayer for Christians over several weeks to ensure deep understandin g.	Findingout about the culture and religionof another society in the world.
Outside Learning Opportunities							
Visit to the local woodsw to look for God's creation **Forest Church**		**Exploring routines through physical activity outside- See islam unit** **Forest church** **Planting daffoldils** **Making Easter gardens**		Forest church			

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SCIENCE **Year A (Deveoping experts Science Year 2 SOL** **THE ONLY CHANGE TO NOTE IS THERE IS NOW TWO UNITS OF ANIMALS INCLUDING HUMANS AND ONE UNIT OF EVERYDAY MATERIALS.**						
Autumn			**Spring**		**Summer**	
Forest school all year	**Living things and their habitats** **The Journey home-Fran Preston Gannon**	**Animals, including humans 1 – Growth**	**Animals, including humans 2 – Life cycles**	**Plants**	**Uses of everyday materials**	**Living things and their habitats – Habitats around the world**
☐ Observe and describe changes across the four seasons ☐ Observe and describe weather associated with the seasons and how day length varies. **Working scientifically:** ☐ Make simple tables or charts about the weather ☐ Use simple equipment to gather data on the weather	• Explore and compare the differences between things that are living, dead, and • things that have never been alive • Identify and name a variety ofplants and animals in their habitats, including micro- habitats. • Describe how animals obtaintheir food from plants and other animals, using the ideaof a simple food chain, and identify and name different sources of food. **Working Scientifically** • Identifying and classifying • Asking simple questions and recognising that they can be answered in differentways • Observing closely, using simple equipment • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Sorting and grouping Ask and answer questions about the local environmentthat help them identify and study a variety of plants andanimals in their habitat. ☐ Construct simple food chains that include humans (recording information to helpanswer questions) ☐ Describe conditions in differenthabitats and micro-habitats. Compare animals in familiar	• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance of exercise, eating the right amounts of different types of food and hygiene for humans **Working Scientifically** • Using their observations and ideas to suggest answers to questions Identifying and classifying • Performing simple tests	• Notice that animals, including humans, have offspring which grow into adults **Working scientifically:** • Identifying and classifying • **Using their observations and ideas to suggest answers to questions** • Identifying things according to whether theyare living, dead or were never alive. • Classify things according to whether they are living, dead or were neveralive. • Record their finding usingtables or charts. • Describe how they decidewhere to place things • Explore questions given tothem eg is a flame alive? Ask and answer questionsthat help them become familiar with the life processes that are common to living things.	☐ National Curriculum ☐ • Observe and describe how seeds and bulbs grow into mature plants ☐ Working Scientifically ☐ • Identifying differences, similarities or changes related to simple scientific ideas ☐ and processes ☐ • Observing and recording, with some accuracy ☐ ☐ ☐ Identify and name a varietyof common wild and gardenplants, including deciduous and evergreen trees. ☐ Identify and describe the basic structure of a variety ofcommon flowering plants, including trees (roots, stem /trunk, leaves and flowers). ☐ Observe and describe how seeds and bulbs grow into mature plants. ☐ Observe and describe the impact of changing and theneeds of plants. ☐ Find out and describe how plants need water, light and asuitable temperature to grow and stay healthy. **Working scientifically:** ☐ Observe closely, usingmagnifying glasses. ☐ Compare and contrast familiarplants they have learned about ☐ Describe how they are able toidentify plants. ☐ Group plants and begin toexplain their grouping.	• Distinguish between an object and the material from which it is made. • Identify and name a variety ofeveryday materials including wood, plastic, glass, metal, water and rock. • Describe the simple physicalproperties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of theirsimple physical properties. • To find out about people who have developed new materials e.g Charles Macintosh **Working scientifically:** • Ask questions about everydaymaterials • Answer questions about everyday materials (their ownor adult directed) • Perform simple tests to explore questions eg. 'What isthe best material for an umbrella?... for lining a dogs basket? … For curtains? … fora bookshelf? … for a gymnasts leotard? • Use their observations and ideas to suggest answers toquestions. • Record simple data • Observe closely how differentmaterials behave • Identify different materials ☐ Group different materiaI dentify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and	• 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 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 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety ofcommon animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals and invertebrates -including pets). **Working Scientifically** • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Asking simple questions and recognising that they can be answered in different ways • Identify, name, draw and label the basic parts of the human body and say which part of the body is associatedwith each sense.

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- rain gauge, wall thermo meter. ☐ Observe what happens inthe world around them as the seasons change, includin g day length. ☐ Answer simple questions about the seasons by exploring the world around them and using their own ideas and observati ons. • Begin to ask simple questions about the changing seasons in the world around themeg. What happens to hedgehogs during the winter?	habitats with animals in less familiar habitats eg. seashore, woodland, ocean, rainforest			☐ Draw a diagram of a plant/tree and label basic parts- trunk, branches, leaves, blossom, fruit; stem,roots, leaves, petals, bulb, seed. ☐ Keep records to show how plants have changed over time(growing plants) ☐ Observe the growth of a varietyof plants as they change over time from a seed or a bulb. Gather and record data with some accuracy to show the growth of a variety of plantsover time from seed or bulb. • Observe similar plants as different stages of growth. • Performing simple tests- comparative test to show that plants need light and water to stay healthy (don't need soil togrow) ☐ Gather and record data to helpanswer questions.	cardboard for particular uses. ☐ Find out how the shapes of solid objects made from somematerials can be changed by squashing, bending, twisting and stretching. ☐ To find out about people who change natural materials e.g orrecyclable materials. trees into paper, oil into paint, sand into glass **Working scientifically:** ☐ Compare the uses of everydaymaterials in and around the school with materials found inother places. ☐ Ask simple questions about materials and decide how theycould answer them. ☐ Observe materials closely ☐ Use their observations to suggest answers to questions. ☐ Identify and classify the uses ofdifferent materials • Record their observations intables, charts or pictures.	

Outside Learning Opportunities

	Exploring local environment Foraging for autumn fruit Exploring animals and their homes in forest school Trip to Sacrewell farm to explore food	Pklantingt seeds and bulbs Obvserving the rabbit and chickens and exploring life cycles. Looking for insects at different stages of growth Pond dipping- tadpoles and frogs. Trip to Wandlebury to ecxplore Habitats and lifecycles.	Exploring habitats of different creatures. Using natural materials outside to build and create structures. Visit to Southend to explore different habitats- rockpooling. Make material monsters using bricks. Seeds, outdoor items in the environment.

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			Explore the best materials to make wellies from.

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SCIENCE **Year B** **ALTERNATIVE PLAN PROPOSAL YEAR 1 UNITS OF DEVELOPING EXPERTS**					
Seasonal changes	**Animals Including Humans-All about animals**	**Everyday Materials 1**	**Plants-Art and nature**	**Animals including humans- all about me?** **Previously: Living things Habitats and homes**	**Everyday materials 2**
☐ Observe and describe changes across the fourseasons ☐ Observe and describe weather associated with the seasons and how daylength varies. **Working scientifically:** ☐ Make simple tables or charts about the weather ☐ Use simple equipment to gather data on the weather - rain gauge, wallthermometer. ☐ Observe what happens inthe world around them asthe seasons change, including day length. ☐ Answer simple questions about the seasons by exploring the world aroundthem and using their own ideas and observations. Begin to ask simple questions about the changing seasons in the world around themeg. What happens to hedgehogs during the winter?	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals and invertebrates -including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associatedwith each sense. • To learn about the life and contribution of Steve Irwin • Notice that animals, including humans, have offspring which grows into adults. • Find out about and describe thebasic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different typesof food, and hygiene. **Working scientifically:** • Observe animals first hand intheir local environment and through videos or photographs. • Compare and contrast familiar animals • Describe how they identify animals	• Distinguish between an objectand the material from which itis made. • Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of theirsimple physical properties. • To find out about people whohave developed new materials e.g Charles Macintosh **Working scientifically:** • Ask questions about everyday materials • Answer questions about everyday materials (their ownor adult directed) • Perform simple tests to explore questions eg. 'What isthe best material for an umbrella?... for lining a dogs basket? … For curtains? … fora bookshelf? … for a gymnasts leotard? • Use their observations and ideas to suggest answers toquestions. • Record simple data • Observe closely how different materials behave • Identify different materials • Group different materials ☐	☐ Identify and name a varietyof common wild and gardenplants, including deciduous and evergreen trees. ☐ Identify and describe the basic structure of a variety ofcommon flowering plants, including trees (roots, stem /trunk, leaves and flowers). ☐ Observe and describe howseeds and bulbs grow into mature plants. ☐ Observe and describe the impact of changing and theneeds of plants. ☐ Find out and describe how plants need water, light and asuitable temperature to grow and stay healthy. **Working scientifically:** ☐ Observe closely, using magnifying glasses. ☐ Compare and contrast familiar plants they have learned about ☐ Describe how they are able to identify plants. ☐ Group plants and begin to explain their grouping. ☐ Draw a diagram of a plant/tree and label basic parts- trunk, branches, leaves, blossom, fruit; stem,roots, leaves, petals, bulb, seed. ☐ Keep records to show how plants have changed over time (growing plants) ☐ Observe the growth of a variety of plants as they change over time from a seed or a bulb. ☐ Gather and record data with some accuracy to show the	Covers senses National Curriculum • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Working Scientifically • Identifying and classifying • Gathering and recording data to help in answering questions • Using their observations and ideas to suggest answers to questions • Performing simple tests Explore and compare the differences between things that are living, dead and things that havenever 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 kinds of animals and plants, and how they depend on each other. **Working scientifically:** • Identifying things according to whether theyare living, dead or were never alive. • Classify things according to whether they are living, dead or were never alive. • Record their finding usingtables or charts. • Describe how they decidewhere to place things • Explore questions given tothem eg is a flame alive? • Ask and answer questionsthat help them become familiar with the life processes that are common to living things. • Identify and name a variety ofplants and animals in their habitats, including micro- habitats. • Describe how animals obtaintheir food from plants and other animals, using the ideaof a simple food chain, and identify and name different sources of food.	• Describe the simple physical properties of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties ☐ Identify and compare the suitability of a variety of everyday materials, includingwood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ☐ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. ☐ To find out about people who change natural materials e.g or recyclable materials. trees into paper, oil into paint, sand into glass **Working scientifically:** • Compare the uses of everyday materials in and around the school with materials found in other places. • Ask simple questions about materials and decide how they could answer them. • Observe materials closely • Use their observations to suggest answers to questions. • Identify and classify the uses of different materials • Record their observations in tables, charts or pictures.

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				• To understand the life and contribution of David Attenborough **Working scientifically:** • Ask and answer questions about the local environmentthat help them identify and study a variety of plants andanimals in their habitat. • Construct simple food chains that include humans (recording information to helpanswer questions) • Describe conditions in different habitats and micro-habitats. • Compare animals in familiar habitats with animals in less familiar habitats eg. seashore,woodland, ocean, rainforest	
Outside Learning Opportunities		•	☐	•	☐

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Year A Autumn	Year A Spring	Year A Summer
HISTORY		
Significant Enquiry: **How am I making history?** **How are special events remewmbered?(Gunpowder plot)**	**Significant People who help us** **Significant Enquiry: How do nurses help people?**	**Recent Changes in History** **Oh I do like to be beside the sea** **Significant Enquiry: How have seaside holidays changed?**
How am I making history? Looking at personal chronology and finding out about the past within living memory. Investigating chronology by examining photographs and asking questions. Beginning to look at a simple timeline extending back to before they were born. Black History month Festivals- cpmparing how Christmas is celebrated to how our parents celebrated. To develop an awareness of the past, using common words and phrases relatingto passing of time. • Comparing present day London to the London that existed before 1665. • Explore the ways in which London has changed since 1665. To identify differences and similarities between ways of life in different periods. • Compare present day living to those who lived during 1665.	Finding out about events and people beyond living memory, particularly thinking about nurses and what makes them significant. Creating a timeline and investigating different brewkathroughs. Discussing ways in which these significant people could be remembered. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Link to 100 Great Women Additional Text ☐ To understand and explain what makes a person significant. ☐ To learn and understand who Florence Nightingale was. ☐ Explain how Florence Nightingale improved nursing. ☐ To recall and explain facts about Mary Seacole. ☐ Compare the lives of the different nurses. To know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. To explore significant historical events, people and places in their own locality. To develop an awareness of the past, using common words and phrases relatingto the passing of time. ☐ Use words relating to the passing of time.	Building on their chronological understanding, with a focus on the Victorian era and comparing this to the familiarity of holidays today. Using a range of historical sources to investigate holidays in the Victorian period. Comparing these with holidays in the 1950s and now then posing their own questions to investigate. To learn about changes within living memory and to understand ways in whichwe can find out about the past. • SEASIDE HOLIDAY IN THE PAST- COMPARE VICTORIAN SEASIDE TO PRESENT DAY. • . To learn about changes within living memory and to understand ways in whichwe can find out about the past. To identify differences and similarities between ways of life in different periods. Victorian seaside and present day. (PLANBEE PLANNING)
Outside Learning Opportunities Forest school- make a bonfire and a guy Time capsules outside Remembrance poppies to be made using natural materials. Visit from the fire brigade?	Set up an outdoor role play tent to imagine Florence Nightingale in the hospital helpng soldiers.	Seaside role play in outdoor AREA. Educationsl visit to Southend piuer.

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Year B Autumn **Let's go on an adventure!/London's burning**	**Year B Spring** **The best Tour in Town/ The Toy maker**	**Year B Summer** **Wheels, wings and magical things/ Sensational safari**
History		
Great Fire of London **Significant Question: How do we know about the past?**	**Toys** **Significant Enquiry: How different were toys in Victorian times?** **Or/And: How has the internet changed how children play?**	**We Are Britain- Travel and Transport? (How has Britain changed during recent history? Kings and Queens?** **Significant Enquiry: How has Britain changed during recent history?**
To develop an awareness of the past, using common words and phrases relatingto passing of time. • Comparing present day London to the London that existed before 1666. • Explore the ways in which London has changed since 1666. To identify differences and similarities between ways of life in different periods. • Compare present day living to those who lived during 1666.	To learn about changes within living memory and to understand ways in which wecan find out about the past. • Exploring Toys of Today • Identifying different sources • Explain how to find out about the past • Recognise how toys have changed over time. To know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Compare Victorian Toys with Modern Toys • Compare 20th Century Toys with Modern Toys To develop an awareness of the past, using common words and phrases relatingto the passing of time. • Use words relating to the passing of time.	To develop an awareness of the past, knowing where people and events studiedfit within a chronological framework and identify similarities and differences between ways of life in different periods. **(BIG LITTLE PLANET WEEK MONARCHS)** • Understand the role of monarchs in British history • Understand the connection between the past and present-day society. • Place some significant monarchs onto a timeline. • To find out what Kings and Queen ate during medieval banquets compared to present day habits. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements To develop an awareness of the past, using common words and phrases relatingto the passing of time. • Use words relating to the passing of time. • To ask and answer questions To understand some of the ways in which we find out about the past. • Compare sources of information about different parts of Britain
Outside Learning Opportunities Recreating the Fire using carboard houses and burning them in forest school- controlled experiment. Children pass water in a line to put the fire out. Children exploire materials the houses were made from using mud and sticks.	Visit to Stansted Toy Museum Make toys in forest school- simple whistle/ spinning top using whittling skills.	Visit a transport museum/ Stansted airport.

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Year A Autumn	Year A Spring	Year A Summer
GEOGRAPHY		
The Local Area **Enquiry: What is special about the place we live?** **Year 2: Why is our natural world wonderful?**	**The UK** **Enquiry: What is special about the UK?** **How is life different in...? (Big Little Planet week)**	**Seaside Towns** **Enquiry: How is the seaside different to here?** **Year 2 unit what is it like to live by coast?**
Locational Knowledge ☐ To name, describe and compare places that is known to the children ☐ To link home to other places ☐ To understand about changes that are happening in the local environment ☐ To make suggestions about how the school environment could be improved **Human and Physical Geography** ☐ Use basic geographical vocabulary to refer to human features: city,town, village, farm, house and physical features: forest, hill, mountain, valley. ☐ To use basic geographical vocabulary to refer to human features, e.g.city, town, village, factory, farm, house, office, port, harbour and shop To use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,soil, valley, vegetation, season and weather. **Geographical Skills and Fieldwork** ☐ Use different maps and understand the key features of maps. ☐ Use aerial images and plan perspectives to recognise landmarks andbasic human and physical features. ☐ To use a simple map ☐ To make a simple map and plan ☐ To 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 ☐	**Locational Knowledge** **Locational Knowledge** ☐ Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of asmall area in a contrasting non-European country ☐ To name, describe and compare places that is known to the children ☐ To link home to other places ☐ To understand about changes that are happening in the local environment ☐ To make suggestions about how the school environment could be improved ☐ To compare and understand geographical similarities and differences **Human and physical geography** 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 link to Greta Thurnburg- little people big dreams	**Locational Knowledge** • Name, locate and identify characteristics of the four countries of theUnited Kingdom. • Name and locate the surrounding seas of the United Kingdom. • To understand how some places are linked to other places e.g. roads, trains • To name, place and identify characteristics of the four countries and capital cities of the UK • To name, locate and identify the seas surrounding the UK **Human and Physical Geography** ☐ Use basic geographical vocabulary to refer to human features: city,town, village, farm, house and physical features: forest, hill, mountain, valley. ☐ To use basic geographical vocabulary to refer to human features, e.g.city, town, village, factory, farm, house, office, port, harbour and shop ☐ To use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,soil, valley, vegetation, season and weather.
Outside Learning Opportunities **Fieldwork around the school grounds** **Using natural materials to make a map** **Going on an egg hunt to find clues and questions to answer about the fieledwork undertaken.** **Forest school- make a bonfire and a guy**	**Expliore our local area.** **Look for features in our local area related to Geography.** **Use natural materials to create maps of the UK.**	**Educational visit to Southend.** **Use natural materials to build a seaside astrucrure.** **Investigate4 cliffs and erosion using sand and water and natural materials.**

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GEOGRAPHY		
Maps features of our environment **Kapow Year 1 unit-What is it like here?**	**Four countries and areas of UK** **The Best Tour in Town** **Four countries and the surrounding areas of the UK** **Year 1 unit Kapow- How does the weather affect us?**	**Compare area in a non EU country** **(Plan Bee Let's go on Safari)** **Y2 unit Would you prefer to live in a hot or cold place?**
Locational knowledge: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical Skills and Fieldwork** • Create a basic map and use and construct basic symbols in a key. • Use simple compass directions (North, South, East, West) and locational and directional language (for example near and far, left andright) to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geographyof their school and its grounds and the key human and physical features of its surrounding environment. • To ask simple geographical questions • 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 • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Locational Knowledge** • Name, locate and identify characteristics of the four countries of theUnited Kingdom. • Name and locate the surrounding seas of the United Kingdom. • To understand how some places are linked to other places e.g. roads, trains • To name, place and identify characteristics of the four countries and capital cities of the UK • To name, locate and identify the seas surrounding the UK **Human and physical geography** • 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	**Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of asmall area in a contrasting non-European country - • To name, describe and compare places that is known to the children • To link home to other places • To understand about changes that are happening in the local environment • To make suggestions about how the school environment could be improved • To compare and understand geographical similarities and differences **Human and Physical Geography** • 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 • Use basic geographical vocabulary to refer to human features: city,town, village, farm, house and physical features: forest, hill, mountain, valley. • I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human andphysical features of its surrounding environments. • KS1 - name and locate the world's seven continents and five oceans. • KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Outside Learning Opportunities **Explrioe the local area- visit to Bishops Stortford?** **Local area walk.**	**Use natural materials and loose parts to build model towns and roads.**	**Use chalk and natural materials to build maps and plans.**

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Year A Autumn		Year A Spring		Year A Summer	
Art and Design					
Sculptures and collages **Collage using different media theme-Guiseppe Arcimboldo** **Drawing:** **Year 1 Kapow unit: Make your mark-line art Christmas cards** Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.		**Kapow unit weaving- Year 1**	**Kapow Unit** **Painting and Mixed Media**	**Sculpture and 3D** **Kapow Unit** **Clay Houses**	**TWNKL UNIT** **Fabrications- FABRIC** **SEASIDE ART batik**
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To use a range of materials creativelyto design and make products To be taught about 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 • To make a print design • To mix different colours • To draw with different media • I can look at a picture in detail and talk about it • I can use my hands as a tool for making • To develop painting skills • To experience drawing for pleasure	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To be taught about 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 • To create a pattern from clay • To create a 3D model of a creature • To make a 3D sculpture • I can use my hands as a tool for making • To develop painting skills • To experience drawing for pleasure • To draw faces that express different emotions	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About 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	• To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, • form and space • About 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 • To develop a wide range of art and design techniques in using colour,pattern, texture, line, shape, form and space. Shades, tints, warm and cool colours, • To create abstract art • To create a line drawing • To create a water effect with line • To learn about colours • To paint with colours	Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response. • creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, • form and space • About 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 • To develop a wide range of art and design techniques in using colour,pattern, texture, line, shape, form and space. Shades, tints, warm and cool colours,	• Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists describing the differences and similarities between different • practices and disciplines, and making links to their own work

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Outside Learning Opportunities Using natural materials to make portraits- leaves? Using clay to make tre faces Exploring patterns.	Exploring line in nature and natural art forms- tee bark, leaves Grass	Using natural materials to weave and making looms from sticks. Making bird feeders using knotting and tying skills.	Using Batik to make seaside art. Using natural materials to make structures.

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<table>
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Let's go on an adventure!/ London's burning</th><th colspan="2">Year B Spring
The best Tour in Town/ The Toy maker</th><th>Year B Summer
Wheels, wings and magical things/ Sensational safari</th></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Autumn 1

Painting and mixed media:
Kapow unit Y1: Colour splash</td><td>Autumn 2
Painting and mixed media/ collage :

(Plan Bee y1/2 GFOL Sparks and Flames)</td><td>Craft and design-
Year 2 map it out Kapow unit
Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</td><td>Drawing-
Year 2 Unit tell a story? Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</td><td>Sculptures and collages
theme: living things Louise Bourgeois
Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</td></tr>
<tr><td colspan="2">To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To use a range of materials creatively to design and make products

To be taught about 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

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about 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</td><td colspan="2">Formal Elements of Art
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To be taught about 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

To use a range of materials creatively to design and make products

To be taught about 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</td><td>To use sculpture to develop and share their ideas to use their experiences and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To use a range of materials creatively to design and make products
To be taught about 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
To create a pattern from clay
To create a 3D model of a creature
To make a 3D sculpture
To plan and create a sculpture as a class
To paint our class sculpture
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
about 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.</td></tr>
<tr><td colspan="2">Outside Learning Opportunities</td><td colspan="2"></td><td></td></tr>
</table>

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Year A Autumn		Year A		Year A Summer	
Design and Technology inc Cooking and Nutrition					
Harvest-food and nutrition (EYFS SOUP)	**Mechanisms year 1 Moving slider Christmas cards/ books**	Textiles- puppet (y1) (	**A balanced diet (y2) (design and make a balanced lunchbox/ healthy wrap**	Structures (y2) PIGS HOUSES	**mechanism Lighthouse keepers lunch pulley system**
Design ●design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking and drawing, •• Designing a soup recipe as a class. • Designing soup packaging. **Make** • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of ingredients •• Chopping plasticine safely. • Chopping vegetables with support. **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. **Teachnical knoweldge** • To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods.	Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical lknoweldge: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Using a template to create a design for a puppet. **Make** • 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 • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • Reflecting on a finished product, explaining likes and dislikes. **Technical knowledge** • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products • build structures, exploring how they can be made stronger, stiffer and more stable • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes.	**Design** ●design purposeful, functional, appealing products for themselves and other users based on design criteria Use basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. **Make** •• Chopping plasticine safely. • Chopping vegetables with support. **Evaluate** Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. **Teachnical knoweldge** • To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods.	Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria. ☐ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Make ☐ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ☐ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: ☐ Explore and evaluate a range of existing products. ☐ Evaluate their ideas and products against design criteria. • Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable.	Design: Design purposeful, functional, appealing products for themselves and other users ☐ based on design criteria. ☐ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Make: ☐ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ☐ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: ☐ Explore and evaluate a range of existing products. ☐ Evaluate their ideas and products against design criteria. Technical knowledge: • Explore and use mechanisms [for example, levers, sliders, **pulleys** wheels and axles], in their products.

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		• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.			
Outside Learning Opportunities **Planting seeds in the allotment** **To explore types of levers and sliders in real life contexts- local park?**		**Cooking at Forest school to make a healthy snack.**		**Make a pulley system for the lighthouse keepers lunch basket.** **Use natural materials to build dens and explore natural materials to make astrucrtures and shelter.**	

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Design and Technology inc Cooking and Nutrition					
Food and nutrition Fruits and vegetables (Y1)	**Structures-** **windmill/ Tudor** **houses (y2)**	Textiles Pouches (Y2)	**Make a moving** **monster(Y2)** **mechanisms/movin** **g toy**	Mechanisms Wheels and Axles- Mrs Armitage car (Y1)	Mechanisms Moving picture book- safari book (Y1)
Design •design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking and drawing, • Designing smoothie carton packaging by-hand or on ICT software **Make** • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of ingredients •Chopping fruit and vegetables safely to make a smoothie •Identifying if a food is a fruit or a vegetable •Learning where and how fruits and vegetables grow **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria •Tasting and evaluating different food combinations •Describing appearance, smell and taste •Suggesting information to be included on packaging **Teachnical knoweldge** •Understanding the difference between fruits and vegetables •To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) •To know that a blender is a machine which mixes ingredients together into a smooth liquid •To know that a fruit has seeds and a vegetable does not •To know that fruits grow on trees or vines	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology •Learning the importance of a clear design criteria •Including individual preferences and requirements in a design **Make** • 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 •Making stable structures from card, tape and glue •Learning how to turn 2D nets into 3D structures •Following instructions to cut and assemble the supporting structure of a windmill •Making functioning turbines and axles which are assembled into a main supporting structure Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products • build structures, exploring how they can be made stronger, stiffer and more stable •To understand that the shape of materials can be changed to improve the strength and stiffness of structures •To understand that cylinders are a	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Designing a pouch **Make** • 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, including textiles, according to their characteristics • Selecting and cutting fabrics for sewing • Decorating a pouch using fabric glue or running stitch • Threading a needle • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric • Neatly pinning and cutting fabric using a template **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • Troubleshooting scenarios posed by teacher • Evaluating the quality of the stitching on others' work • Discussing as a class, the success of their stitching against the success criteria • Identifying aspects of their peers' work that they particularly like and why **Technical knowledge** • Explore and use mechanisms (for example, levers, sliders, wheels and	**Design** Creating a class design criteria for a moving monster • Designing a moving monster for a specific audience in accordance with a design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • design purposeful, functional, appealing products for themselves andother users based on design criteria **Make** • 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 • Making linkages using card for levers and split pins for pivots • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used • Cutting and assembling components neatly • Select from and use a wide range of materials and components, includingconstruction materials, textiles and ingredients, according to their characteristics. • **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria •Evaluating own designs against design criteria • Using peer feedback to modify a final designexplore and evaluate a range of existing products (vehicles) and how theyhave been created • evaluate their ideas and products	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move • Creating clearly labelled drawings which illustrate movement **Make** • 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 • Adapting mechanisms **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria •Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move **Technical Knowledge** • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products • build structures, exploring how they can be made stronger, stiffer and more stable •To know that wheels need to be round to rotate and move •To understand that for a wheel to move it must be attached to a rotating axle •To know that an axle moves within an axle holder which is fixed to the vehicle or toy •To know that the frame of a vehicle (chassis) needs to be balanced	**Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology •select from and use a wide range of materials and components, including construction materials, according to their characteristics • Explaining how to adapt mechanisms, using bridges or guides to control the movement •Designing a moving story book for a given audience •To know that in Design and technology we call a plan a 'design' **Make** • select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) • select from and use a wide range of materials and components • Following a design to create moving models that use levers and sliders **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria •Explore and evaluate a range of existing products (moving story books) and how they have been created •Evaluate their ideas and products against design criteria Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed • Reviewing the success of a product by testing it with its intended audience **Technical knowledge** • Explore and use mechanisms (for

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•To know that vegetables can grow either above or below ground •To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) Lesson objectives: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. • To identify if a food is a fruit or a vegetable • To identify where plants grow and which parts we eat • To taste and compare fruit and vegetables • To make a fruit and vegetable smoothie	strong type of structure (e.g. the main shape used for windmills and lighthouses) •To understand that axles are used in structures and mechanisms to make parts turn in a circle •To begin to understand that different structures are used for different purposes •To know that a structure is something that has been made and put together Additional • To know that a client is the person I am designing for • To know that design criteria is a list of points to ensure the product meets the clients needs and wants • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity •To know that windmill turbines use wind to turn and make the machines inside work •To know that a windmill is a structure with sails that are moved by the wind •To know the three main parts of a windmill are the turbine, axle and structure	axles) in their products build structures, exploring how they can be made stronger, stiffer and more stable • To know that sewing is a method of joining fabric • To know that different stitches can be used when sewing • To understand the importance of tying a knot after sewing the final stitch • To know that a thimble can be used to protect my fingers when sewing	against design criteria **Technical Knowledge** • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products • build structures, exploring how they can be made stronger, stiffer and more stable • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement • To know that there is always an input and output in a mechanism • To know that an input is the energy that is used to start something working • To know that an output is the movement that happens as a result of the input • To know that a lever is something that turns on a pivot • To know that a linkage mechanism is made up of a series of levers • To know some real-life objects that contain mechanisms • To look at objects and understand how they move • To explore different design options To make a moving monster	•To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles	example, levers, sliders, wheels and axles) in their products • build structures, exploring how they can be made stronger, stiffer and more stable • To know that a mechanism is the parts of an object that move together • To know that a slider mechanism moves an object from side to side • To know that a slider mechanism has a slider, slots , guides and an object • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider • to explore making mechanisms • to design a moving story book • to construct a moving picture • to evaluate my finished product

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Year A Autumn	Year A Spring	Year A Summer
Music		
Ourselves, Number, Animals, Weather, Handel's Fireworks & Christmas Performance Following Music Express Curriculum	**Machines, Seasons, Our School and Pattern and assembly songsFollowing Music Express Curriculum**	**Storytime, Our Bodies, Travel, WaterFollowing Music Express Curriculum**
To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality liveand recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. **Listen and Appraise** To learn how to enjoy moving to music by dancing, marching being animals To learn how songs can tell a story or describe an idea To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals To know that rhythms are different from the steady pulse To add high and low sounds, (pitch) when we sing and play our instruments **Singing** To learn about voices singing notes of different pitches To learn to make different types of sound with their voices To find a comfortable singing position To start and stop winging when following a leader **Playing** To treat instruments with respect To learn to play a tuned instrumental part that matches the music To play the part in time with a steady pulse To listen to and follow musical instructions from a leader **Improvisation** To know that improvisation is making up a tune on the spot To know that everyone can improvise and you can use one or two notes **Composition** To create three simple melodies with the units using one, three or five different notes To learn how the notes of the composition can be written down and changed if necessary **Performance** To choose a song they have learnt from the scheme and perform it To add their ideas to the performance To record the performance and say how they were feeling about it	To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality liveand recorded music To experiment with, 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Outside Learning Opportunities Natures orchestra Folloqing beat and rhythm games outside Exploring sounds using natural materials Playing calling and responding games to explore listening and appraisal skills.		Make musical instruments using wood. Forest school crafts.

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Year B **Music**					
Ourselves/ Our land/ Our bodies	Nativity	Weather	Toys	Travel	Seasons/ animals
To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. **Listen and Appraise** To learn how to enjoy moving to music by dancing, marching being animals orpop stars To learn how songs can tell a story or describe an idea To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals To know that rhythms are different from the steady pulse To add high and low sounds, (pitch) when we sing and play our instruments **Singing** To learn about voices singing notes of different pitches To learn to make different types of sound with their voicesTo find a comfortable singing position To start and stop winging when following a 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Outside Learning Opportunities					

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<table>
<tr><th colspan="2">Year A Autumn</th><th colspan="2">Year A Spring</th><th colspan="2">Year A Summer</th></tr>
<tr><td colspan="6">COMPUTING
Year A - Kapow Year 1 (from Spring 1)</td></tr>
<tr><td>Computing systems and networks: Improving mouse skills</td><td>Algorithms unplugged</td><td>Rocket to the moon</td><td>Programmin g beebots</td><td>Introductio n to data</td><td>Digital imagery</td></tr>
<tr><td colspan="2">First lesson each term E Safety Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ to know what the internet is and how to use it safely
☐ to understand different feelings when using the internet
☐ to understand how to treat others, both online and in person
☐ to understand the importance of being careful about what we postand share online

Getting Started
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ recognise common uses of information technology beyond school
☐ use technology safely and respectfully, keeping personal information private

☐ to log into a computer and access a website
☐ to develop mouse skills
☐ to use mouse skills to draw and manipulate shapes
☐ to use a range of tools to create desired effects
☐ to understand how to layer shapes to create an image
Algorithms Unplugged
☐ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
☐ create and debug simple programs
☐ use logical reasoning to predict the behaviour of simple programs

☐ to understand what an algorithm is
☐ to follow instructions precisely to carry out an action
☐ to understand that computers and devices around us use inputs and outputs
☐ to understand and be able to explain what decomposition is
☐ to know how to debug an algorithm</td><td colspan="2">First Lesson each term E Safety Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ to know what the internet is and how to use it safely
☐ to understand different feelings when using the internet
☐ to understand how to treat others, both online and in person
☐ to understand the importance of being careful about what we postand share online
Rocket to the Moon
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

☐ to recognise that digital content can be represented in many forms
☐ to design a rocket
☐ to sequence a set of instructions
☐ to build a rocket
☐ to add data to a table or spreadsheet

Programming Bee Bots
☐ use logical reasoning to predict the behaviour of simple programs
☐ create and debug simple programs
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

☐ to explore a new device
☐ to create a demonstration video
☐ to plan and follow a set of instructions precisely
☐ to program a device
☐ to create a program</td><td colspan="2">First Lesson each term E Safety Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ to know what the internet is and how to use it safely
☐ to understand different feelings when using the internet
☐ to understand how to treat others, both online and in person
☐ to understand the importance of being careful about what we postand share online

Introduction to Data
☐ use technology purposefully to create, organise, store, manipulate and retrieve digital content
☐ recognise common uses of information technology beyondschool

☐ to represent data in different ways
☐ to use technology to represent data in different ways
☐ to collect and record data
☐ to sort data
to design an invention to gather data

Digital Imagery
☐ use logical reasoning to predict the behaviour of simple programs
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ recognise common uses of information technology beyond school
☐ identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

☐ to understand and create a sequence of pictures
☐ to take clear photos
☐ to edit photos
☐ to search for and import images
☐ to create a photo collage</td></tr>
</table>

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Outside Learning Opportunities		**Logging data**

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<table>
<tr><th colspan="2">Year B Autumn</th><th colspan="2">Year B Spring</th><th colspan="2">Year B Summer</th></tr>
<tr><th colspan="6">COMPUTING – Year B Kapow Year 2</th></tr>
<tr><td>What is a computer?</td><td>Algorithms and debugging</td><td>Computing systems and networks- word processing</td><td>Programming scratch junior</td><td>Stop motion with ipads</td><td>International space station</td></tr>
<tr>
<td colspan="2">Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ I know what happens to information posted online
☐ To know how to keep things safe and private online
☐ To explain what should be done before sharing information online
☐ To explain why I have the right to say no and deny permission
☐ To understand strategies that will help me decide if something seen online is true or not
What is a computer?
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ use logical reasoning to predict the behaviour of simple programs
☐ recognise common uses of information technology beyond school

☐ to recognise the parts of a computer
☐ to recognise how technology is controlled
☐ to recognise technology
☐ to create a design for an invention
☐ to understand the role of computers

Algorithms and Debugging
☐ understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
☐ create and debug simple programs
☐ use logical reasoning to predict the behaviour of simple programs

☐ to decompose a game to predict the algorithms that are used
☐ to understand that computers can use algorithms to make predictions (machine learning)
☐ to plan algorithms that will solve problems
☐ to understand what abstraction is
☐ to understand what debugging is</td>
<td colspan="2">Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ I know what happens to information posted online
☐ To know how to keep things safe and private online
☐ To explain what should be done before sharing information online
☐ To explain why I have the right to say no and deny permission
☐ To understand strategies that will help me decide if something seen online is true or not
Computing Systems and Networks 2: Word Processing
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ use technology safely and respectfully, keeping personal information private
☐ recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
☐ recognise common uses of information technology beyond school
☐ to begin to touch type
☐ to understand how to use a word processor
☐ to understand how to add images to a text document
☐ to create a poetry book using sources from the internet
☐ to learn what happens to information posted online
Programming Scratch Jr
☐ use logical reasoning to predict behaviour of simple programs
☐ create and debug simple programs
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content
☐ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

☐ to explore a new application
☐ to create an animation
☐ to use characters as buttons
☐ to follow an algorithm
☐ to plan and use code to create an algorithm</td>
<td colspan="2">Online Safety
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private; identify where to go for help and supportwhen they have concerns about content or contact on the internet or other online technologies
☐ I know what happens to information posted online
☐ To know how to keep things safe and private online
☐ To explain what should be done before sharing information online
☐ To explain why I have the right to say no and deny permission
☐ To understand strategies that will help me decide if something seen online is true or not
Stop Motion with iPads
☐ use technology purposefully to create, organise store, manipulate and retrieve digital content
☐ recognise common uses of information technology beyondschool
☐ use technology safely and respectfully, keeping personal information private

☐ to understand what animation is
☐ to understand what stop motion animation is
☐ to create a stop motion animation
☐ to plan my stop motion animation
☐ to create my stop motion animation

International Space Station
☐ use technology purposefully to create, organise, store, manipulateand retrieve digital content

☐ to understand how computers can help humans survive in space
☐ to create a digital drawing of essential items for life in space
☐ to understand the role of sensors on the ISS (International Space Station)
☐ to create an algorithm for growing a plant in space
☐ to interpret data</td>
</tr>
</table>

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Year A Autumn		Year A Spring		Year A Summer	
Personal Development **R5 Ongoing Objective: To share their opinions on things that matter to them and explain their views through discussions with one other person andthe whole class** **In 2021 – change of long term plan in the Spring so cover elements not already covered from Autumn if possible!**					
Who is special to us? What can we do with money?		**What helps us stay healthy? Who keeps us safe?**		**What is the same and different about us?** **How can we look after each other and the world?**	
Assessment question: Who is special to us? **Relationships** Ourselves and others; people who care for us, groups we belong to; families • that family is one of the groups they belong to, as well as, for example school, friends, clubs • about the different people in their family/those that love and care for them • what their family members or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features –what is the same and different about them • about different features of family life including what families do and enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them • unhappy or worried	Assessment question: What can wedo with money? **Living in the wider world** Money, making choices, needs and wants • What money is – that money comes in different forms • How money is obtained (e.g. earned, won, borrowed, presents) • How people make choices about what to do with money including spending and saving • The difference between needs and wants – that people may not always be able to have the things they want How to keep money safe andthe different ways of doing this	Assessment question: Who help to keep us safe? **Health and Wellbeing** Keeping safe, people who help us • That people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people • Who can help them in different places and situations how to attract someone's attention or ask for help; whatto say • How to respond safely to adults they don't know • What to do if they feel unsafeor worried for themselves of others; and the importance of keeping on asking for support until they are heard • How to get help if there is an accident and someone is hurt including how to dial 999 in an emergency and what to say	Assessment question: What helps us stay healthy? **Health and Wellbeing** Being healthy, hygiene, medicines, people who help us with health • what healthy means and who helps help them to stay healthy (e.g., parent, dentist,doctor) • that things people put into or onto their bodies can affect how they feel • how medicines including vaccinations and immunisations can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis e.g. brushing their teeth and hair, hand-washing	Assessment question: How can we look after each other and the world? **Living in the wider world** Ourselves and others, the world around us; caring for others; growing and changing • How kind and unkind behaviour can affect others; how to be polite and courteous;how to play and work co- operatively • The responsibilities they havein and out of the classroom • How people and animals needto be look after and cared for • What can harm the local and global environment; how they and others can help care for it • How people grow and change and how people's needs changeas they grow from young to old • How to manage change when moving to a ne class or year group	Assessment question: What is the same and different about us? **Relationships** Ourselves and others, similarities and differences, individually, our bodies. • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others and what they have in common • to use the correct names for the main parts of the body, including genitalia and those parts of the bodies covered withunderwear are private

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Year B Autumn **Let's go on an adventure!/London's burning**		**Year B Spring** **The best Tour in Town/ The Toy maker**		**Year B Summer** **Wheels, wings and magical things/ Sensational safari**	
PSHE **R5 Ongoing Objective: To share their opinions on things that matter to them and explain their views through discussions with one other person andthe whole class**					
What makes a good friend?	What is the same and different about us?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognize our feelings?
Assessment question: What makes a good friend? **Relationships** Friendship, feeling lonely, managing arguments • How to make friends with each other • How to recognise when they feel lonely and what they coulddo about it • How people behave when they are being friendly and whatmakes a good friend • How to resolve arguments that can occur in friendships • How to ask for help if a friendship is making them unhappy	**Assessment question: What is the same and different about us?** **Relationships** Ourselves and others, similarities and differences, individually, our bodies. • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others and what they have in common • to use the correct names for the main parts of the body, including genitalia and those parts of the bodies covered with underwear are private	**Assessment question: What jobs do people do?** **Living in the wider world** People and jobs, money, role of the internet • How jobs help people earn money to pay for things they need and want • About a range of different jobs, including those done by people they know or people who work in their community • How people have different strength and interests that enable them to do different jobs • How people use the internet and digital devicesin their jobs and everyday life	**Assessment question: What helps us to stay safe?** **Health and Wellbeing** Keeping safe, recognising risk, rules • How rules and restrictions help them to keep safe (e.g. basic road, cycle, fire, water safety; in relation to medicines/household products and online) • How to identify risky and potentially unsafe situations in familiar and unfamiliar environments, including online and take steps to avoid or remove themselves from them • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	**Assessment question: What can help us grow and stay healthy?** **Health and Wellbeing** Being healthy, eating, drinking, playing and sleeping • That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • That eating and drinking too much sugar can affect their healthy, including dental health • How to be physically active and how much rest and sleep they should have everyday • That there are different ways to learn and play how to know when to take a break from screen time How sunshine helps bodies to grow and how to keep safe and well in the sun	**Assessment question: How do we recognise our feelings?** **Health and Wellbeing** Feelings, mood, times of change,loss and bereavement, growing up • How to recognise name and describe a range of feelings • What helps them to feel good, or better if not feeling good • How different things/times, experiences can bring about different feelings for different people including loss, change and bereavement or moving to a new class or year group • How feelings can affect people in their bodies and their behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust How to recognise when they might need help with feelings and how to ask for help when they need it

Willow Class Curriculum Overview
ELG on separate curriculum (see Early Years Curriculum document)
Year B 2022-2023
Year A 2023-2024
Year 1
Year 2

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<tr><td colspan="6">PE
To be changed yearly depending on sports calendar
From the GetSet4PE Lower Year Objectives</td></tr>
<tr><td colspan="2">Fundamentals Year 1
Gymnastics Year 1</td><td colspan="2">Dance Year 1
January KS1 Sports Hall AthleticsBall
Skills Year 1
March Dance Festival</td><td colspan="2">Striking and Fielding May KS1
Three Tees Cricket</td></tr>
<tr>
<td>Fundamentals
Key Skills
• Physical – balancing, sprinting, jogging, dodging, jumping, hopping, skipping
• Social taking turns, supporting and encouraging, working safely, communication
• Emotional challenging myself, perseverance, honesty
• Thinking selecting and applying, identifying strengths, listening and following instructions
Objectives
To explore balance, stability and landing safely
To explore how the body moves differently when running at different speeds
To explore changing directing and dodging
To explore jumping, hopping and skipping actions
To explore coordination and combining jumps
To explore combination jumping and skipping in an individual rope</td>
<td>Gymnastics
Key Skills
• Physical – travelling actions, shapes, balances, jumps, barrel roll, straight rolls, forward roll progressions
• Social sharing, working safely, communication
• Emotional confidence
• Thinking observing and providing feedback, selecting and applying actions
Objectives
To explore travelling movements using the space around you
To develop quality when performing gymnastic shapes
To develop stability and control when performing balances
To develop technique and control when performing shape jumps
To develop technique in the barrel , straight and forward roll
To link gymnastic actions to create a sequence
•</td>
<td>Dance Key
Skills
• Physical – travelling copying and performing actions, using shape, balance, coordination
• Social cooperation, communication, coming to decisions with a partner, respect
• Emotional confidence, acceptance
• Thinking counting, observing and providing feedback, selecting and applyingactions
Objectives
To explore travelling movements and explore counts of 8 in time with the music
To remember and repeat actions and respond imaginatively to a stimulus To copy, remember and repeat actions that represent the theme of pirates
To use expression and create actions that relate to the story
To use a pathway when travelling To copy, repeat and choose actionsthat represent the theme
To show changes in express, level and shape</td>
<td>Ball Skills
Key Skills
• Physical – rolling, kicking, throwing, catching, bouncing, dribbling, tracking
• Social cooperation, communication, leadership, supporting others
• Emotional honesty, perseverance, challenging myself
• Thinking using tactics, exploring actions, comprehension
Objectives
To develop control and coordination when dribbling a ball with your hands
To explore accuracy when rollinga ball
To explore throwing with accuracy towards a target To explore catching with two hands
To explore control and coordination when dribbling a ball with your feet
To explore tracking a ball that is coming towards me</td>
<td>Striking and Fielding
Key Skills
• Physical – throwing, catching, retrieving a ball, tracking a ball, striking a ball
• Social communication, supporting and encouraging others, consideration of others
• Emotional perseverance, honest and fair play
• Thinking thinking and using tactics, selecting and applying skills, decision making
Objectives
To develop underarm throwing and catching and to put this in a small sided game
To develop overarm throwing
TO develop striking a ball with my hand and equipment
To retrieve a ball when fielding
To understand how to get a batter out
To develop decision making and understand how to score points</td>
<td>Athletics Year 2
Key Skills
• Physical – : running at different speeds, jumping for distance, throwing for distance
• Social working safely, collaborating with others
• Emotional working independently, determination
Thinking observing and providing feedback, exploring ideas
Objectives:
To develop the sprinting action.
To develop jumping for distance.
To develop technique when jumping for height.
To develop throwing for distance.
To develop throwing for accuracy.
To develop technique when taking part in an athletics carousel.</td>
</tr>
<tr><td colspan="2">Outside Learning Opportunities</td><td colspan="2"></td><td colspan="2"></td></tr>
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Year B Autumn		**Year B Spring**		**Year B Summer**	
PE **To be changed yearly depending on sports calendar** **From the GetSet4PE Upper Year Objectives**					
Throwing and catching ball skills	**Gymnastics**	Multi-sports	Dance	Bats and balls/ striking and fielding	Athletics
Ball Skills Key Skills • **Physical** – rolling, kicking, throwing, catching, bouncing, dribbling, tracking • **Social** cooperation, communication, leadership, supporting others • **Emotional** honesty, perseverance, challenging myself • **Thinking** using tactics, exploring actions, comprehension Objectives To roll a ball to hit a target To develop coordination and be able to stop a rolling ball TO develop technique and control when dribbling a ball with your feet To develop control and technique when kicking a ball To develop coordination and technique when throwing and catching a ball To develop control and coordination when dribbling aball with your hands	Gymnastics Key Skills • **Physical** – shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll • **Social** sharing, working safely, communication • **Emotional** confidence, independence • **Thinking** observing and providing feedback, selecting and applying actions Objectives To perform gymnastic shapes and link them together To be able to use shapes to create balances To be able to link travelling actions and balances using apparatus To demonstrate different shapes, take off and landings when performing jumps To develop rolling and sequence building To develop sequence work on apparatus	Fundamentals Key Skills • **Physical** – balancing, sprinting, jogging, dodging, jumping, hopping, skipping • **Social** taking turns, supporting and encouraging, working safely, communication • **Emotional** challenging myself, perseverance, honesty • **Thinking** selecting and applying, identifying strengths, listening and following instructions Objectives To explore balance, stability and landing safely To explore how the body moves differently when running at different speeds To explore changing directing and dodging To explore jumping, hopping and skipping actions To explore coordination and combining jumps To explore combination jumping and skipping in an individual rope	Dance Key Skills • **Physical** – travelling copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination • **Social** cooperation, communication, sharing ideas, coming to decisions with a partner, respect • **Emotional** confidence, acceptance • **Thinking** counting, observing and providing feedback, selecting and applyingactions, creating Objectives To repeat link and choose actions To creation actions and accurately copy other's actions To copy, remember and repeat actions using facial expressions to show different characters To perform in unison creating shapes with a partner To be able to mirror a partner and create ideas To copy repeat and create actions in response to a stimulus To copy, create and perform actions considering dynamics To create a short dance phrase witha partner showing clear changes of speed	Striking and Fielding Key Skills • **Physical** – throwing, catching, retrieving a ball, tracking a ball, bowling, batting • **Social** communication, collaboration • **Emotional** acceptance, controlling emotions • **Thinking** thinking and using tactics, selecting and applying skills, decision making Objectives To track a rolling ball and collectit To develop accuracy in underarm throwing and consistency in catching when fielding a ball To develop accuracy with overarm throwing to send a ballover a greater distance and limita batter's score To develop striking for distance and accuracy To develop decision making to get a batter out To develop decision making when under pressure	Athletics 1 Key Skills • **Physical** – : running at different speeds, jumping for distance, throwing for distance • **Social** working safely, collaborating with others • **Emotional** working independently, determination **Thinking** observing and providing feedback, exploring ideas Objectives: To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.
Outside Learning Opportunities					