



Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>English (Genre and Babcock English Texts)</b>	<p><b><u>The Boy Who Cried Ninja</u></b> <b>Alex Latimer</b> To write a story about a character who finds that telling the truth is best.</p> <p><b><u>Little Red Riding Hood</u></b> <b>Ed Bryan</b> To rewrite the story of Little Red Riding Hood changing some key details.</p>	<p><b><u>Meerkat Mail</u></b> <b>Emily Gravett</b> To write a letter based on an adventure they have had in school.</p> <p><b><u>A First Poetry Book</u></b> <b>Pie Corbett and Gaby Morgan</b> To perform poetry and to write poems using ideas based on the poems read</p> <p><b><u>Christmas poetry</u></b> A focus on a variety of seasonal poetry</p>	<p><b><u>The Three Little Pigs</u></b> <b>Mara Alperin</b> Y1: To write the story of The Three Little Pigs; Y2: To write the story but change some details, such as characters or setting</p> <p><b><u>The Slime Book Instructions</u></b> <b>DK Children</b> To write instructions for making a new slime recipe</p>	<p><b><u>Could a Penguin Ride a Bike?</u></b> <b>Camilla de la Bédoyère</b> To write a page or pages for a book about an animal or object of their choice</p> <p><b><u>Lord of the Forest</u></b> <b>Caroline Pitcher</b> To write a story using the pattern of the text</p>	<p><b><u>Look Inside Space</u></b> <b>Rob Lloyd Jones</b> To write an information double page spread which includes an introduction, a flap with sentences providing further information for the reader</p> <p><b><u>How to grow your own lettuce</u></b> <b>Helen Lanz</b> To write a set of instructions with a detailed introduction</p>	<p><b><u>Tell Me a Dragon by Jackie Morris</u></b> <b>Frances Lincoln</b> Poetry</p> <p><b><u>The Book of Cars and Trucks</u></b> <b>Neil Clark</b> To write an information double-page spread that includes an introductory paragraph, a drawing (or photo) with information labels and a question or comment</p>
<b>Guided Reading</b>	Guided reading is separate and taught through Read Write Inc programme. Where possible links are made to the topic or the genre we are focusing on that half term.					
<b>Maths (See White Rose Overview)</b>	<p><b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and Division</p>		<p><b>Number:</b> Division <b>Number:</b> Place Value and Statistics <b>Measurement:</b> Length and Height <b>Geometry:</b> Shape <b>Number:</b> Fractions</p>		<p><b>Geometry:</b> Position and direction <b>Measurement:</b> Time <b>Problem solving and efficient methods</b> <b>Measurement:</b> Weight and volume, capacity and temperature</p>	
<b>Science Knowledge and Understanding</b>	<p>Staying Healthy How could you be the next Olympic champion?</p> <ul style="list-style-type: none"> <li>Can I name the parts of the human body that they can see?</li> <li>Can I draw &amp; label basic parts of the human body?</li> <li>Can I identify the main parts of the human body and link them to their senses?</li> <li>Can I name the parts of</li> </ul>	<p>Materials &amp; Their Properties What is our school made of?</p> <ul style="list-style-type: none"> <li>Can I distinguish between an object and the material from which it is made?</li> <li>Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?</li> <li>Can I describe the simple physical properties of a</li> </ul>	<p>Living Things &amp; Their Habitats Why would a dinosaur not make a good pet?</p> <ul style="list-style-type: none"> <li>Can I sort animals against a criteria?</li> <li>Can I identify characteristics of an animal?</li> <li>Can I classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>Can I identify different animal habitats?</li> <li>Can I record my observations?</li> <li>Can I talk about the different environments may vary?</li> </ul>		<p>Plants What birds and plants would Little Red Riding Hood find in Doddiscombsleigh?</p> <ul style="list-style-type: none"> <li>Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</li> <li>Can I identify and describe the basic structure of a variety of common flowering plants, including trees?</li> </ul>	

	<p>an animal's body?</p> <ul style="list-style-type: none"> <li>• Can I name a range of domestic animals?</li> <li>• Can I compare the bodies of different animals?</li> </ul>	<p>variety of everyday materials?</p> <ul style="list-style-type: none"> <li>• Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?</li> </ul>		
	<p><b>Seasonal Changes</b></p> <p><b>How do the seasons impact on what we do?</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>			
<b>Science Skills</b>	<p><b>Working scientifically (runs across all topics)</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>			
<b>History</b>	<p>Significant Person: How has Nelson Mandela helped to make the world a better place?</p> <ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they tell us about an important historical event that happened in the past?</li> <li>• Do they appreciate that some famous people have helped our lives be better today?</li> <li>• Can they find out more about a famous person from the past and carry</li> </ul>		<p>Time travellers: Why did the Titanic sink?</p> <ul style="list-style-type: none"> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</li> <li>• Can they tell us about an important historical event that happened in the past?</li> <li>• Can they spot old and new</li> </ul>	<p>Transport from A to B</p> <p>Where do and did the wheels on the bus go?</p> <ul style="list-style-type: none"> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> <li>• Can they explain differences between past and present in their life and that of other children from a different time in history?</li> </ul>

	out some research on him or her?		things in a picture?		<ul style="list-style-type: none"> <li>• Can they answer questions using a range of artefacts/ photographs provided?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> </ul>	
<b>History Skills (to run throughout)</b>	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
<b>Geography</b>		<p>Oceans and Continents Why Can't a meerkat live in the North Pole?</p> <ul style="list-style-type: none"> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>		<p>Mapping and Field Work Skills Why do we love to be beside the seaside?</p> <ul style="list-style-type: none"> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name a few towns in the south and north of the UK?</li> <li>• Can they identify the four countries making up the United Kingdom?</li> </ul>		<p><b>Life in another country</b> Where would you prefer to live? England or Africa?</p> <ul style="list-style-type: none"> <li>• Can they say what they like about their locality?</li> <li>• Can they sort things they like and don't like?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> <li>• Can they name different jobs that people living in their area might do?</li> <li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name a few towns in the south and north of the UK?</li> <li>• Can they explain how the weather affects different people?</li> </ul>
	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:					

<b>Art</b>	<b>Drawing/Painting</b> Self portraits Modigliani Arcimboldo		<b>Printing and Textiles</b> African Patterns Martin Bulinya		<b>Sculpture</b> Wire, card and paper- mâché	
<p style="text-align: center;">Sketch books will be used to demonstrate progression of skills in each unit</p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> </ul> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>						
<p><b>Pupils will be taught:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>						
<b>DT</b>		<b>Vehicles</b> Boats and Cars		Wind-up toys		<b>Mask Making</b> African Masks
<p><b>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</b></p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>						

Computing (Rising Stars) (Complete)	Coding	Online safety/spreadsheets	Questioning	Effective searching	Creating pictures	Making music/presenting ideas
	<p>To sort items using a range of criteria.</p> <ul style="list-style-type: none"> <li>To sort items on the computer using the 'Grouping' activities.</li> <li>To emphasise the importance of following instructions.</li> <li>To follow and create simple instructions on the computer.</li> <li>To consider how the order of instructions affects the result.</li> <li>To understand the functionality of the basic direction keys.</li> <li>To be able to use the direction keys to complete the challenges.</li> <li>To understand how to create and debug a set of instructions (algorithm).</li> <li>To use the additional direction keys as part of their algorithm.</li> <li>To understand how to change and extend the algorithm list.</li> <li>To create a longer algorithm for an activity.</li> <li>To understand what coding means.</li> <li>To create unambiguous instructions.</li> <li>To build one- and two-step instructions using the printable code cards.</li> <li>To use the 2Code program to create a simple program.</li> <li>To use Design Mode to add and change backgrounds and</li> </ul>	<p>Introduction to spreadsheets. Adding images to a spreadsheet and using the image toolbox.</p> <ul style="list-style-type: none"> <li>Using the 'speak' and 'count' tools in 2Calculate to count items.</li> </ul> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet</p>	<p>To understand that data can be represented in picture format</p> <ul style="list-style-type: none"> <li>To contribute to a class pictogram</li> <li>To use a pictogram to record the results of an experiment</li> </ul>	<p>To login safely.</p> <ul style="list-style-type: none"> <li>To know how to find saved work and teacher comments.</li> <li>To know how to search Purple Mash</li> <li>To become familiar with the types of resources and icons</li> <li>To start to add pictures and text to work.</li> <li>To explore the Tools section of Purple Mash</li> <li>To explore the Games section on Purple Mash.</li> <li>To understand the importance of logging out.</li> </ul>	<p>To be introduced to e-books and to 2Create a Story.</p> <ul style="list-style-type: none"> <li>To continue a previously saved story.</li> <li>To add animation to a story.</li> <li>To add sound to a story.</li> <li>To work on a more complex story including adding backgrounds and copying and pasting pages.</li> </ul>	<p>To be introduced to making music digitally using 2Sequence.</p> <ul style="list-style-type: none"> <li>To explore, edit and combine sounds using 2Sequence.</li> <li>To add sounds to a tune they've already created to change it.</li> <li>To think about how music can be used to express feelings and create tunes which depict feelings.</li> <li>To upload a sound from a bank of sounds into the Sounds section.</li> <li>To record their own sound and upload it into the Sounds section.</li> <li>To create their own tune using the sounds which they have added to the Sounds section</li> </ul> <p>To explore how a story can be presented in different ways.</p> <ul style="list-style-type: none"> <li>To make a quiz about a story or class topic.</li> <li>To make a fact file on a non-fiction topic.</li> <li>To make a presentation to the class.</li> </ul>

	<p>characters.</p> <ul style="list-style-type: none"> <li>• To use the Properties table to change the look of the objects.</li> <li>• To design a scene for a program.</li> <li>• To use code blocks to make the characters move.</li> <li>• To explore the When Key and When Swiped commands (on tablets if available).</li> <li>• To use the Stop button.</li> <li>• To explore a method to code interactivity between objects.</li> <li>• To use Collision Detection to make objects perform actions.</li> <li>• To use the sound property.</li> <li>•</li> </ul>	<p>Can they follow the school's safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network?</p>				
<b>E-Safety</b>	<b>Children will learn about staying safe online through the programme 'Smartie the Penguin'. This will be a key focus in the Autumn Term and revisited at the beginning of every new half term.</b>					
<b>R.E. (Complete)</b>	<b>What does it mean to be a faith community?</b>	<b>What do Christians believe God is like?</b>	<b>Who is Jewish and how do they live?</b>	<b>Who do Christians say made the world?</b>	<b>How should we care for the world and why does it matter?</b>	
	<ul style="list-style-type: none"> <li>• Can they identify core beliefs and concepts studied and give a simple description of what they mean?</li> <li>• Can they give examples of how stories show what people believe, (eg: the meaning behind a festival)?</li> <li>• Can they give clear, simple accounts of what stories and other texts mean to believers?</li> <li>• Can they give examples of how people use stories, texts and teachings to guide their beliefs and actions?</li> <li>• Can they give examples of ways in which believers put their beliefs into practice?</li> <li>• Can they think, talk and ask questions about whether the ideas they have been studying, have something to say to them?</li> </ul> <p>Can they give a good reason for the views they have and the connections they make?</p>					
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	<b>Healthy me</b>	<b>Relationships</b>	Changing me

<b>(Complete)</b>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>
<b>Music (Charanga)</b>	<b>Hands, Feet, Heart</b>	<b>Rhythm In The Way We Walk and The Banana Rap</b>	<b>In The Groove</b>	<b>Round and Round</b>	<b>Your Imagination</b>	<b>Reflect, Rewind, Replay</b>
<p><b>In Key Stage One, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by (singing songs) and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>						
<b>P.E.</b>	<b>Multi-Skills</b>	<b>Indoor: Gymnastic</b>	<b>Indoor: Dance</b>	<b>Throwing and Catching</b>	<b>Multi-skills</b>	<b>Team Games Sports Day Activities</b>
<p><b>PE is co-taught with Achieve 4 All once a week and with Mr Collings once a week.</b></p> <p><b>In Key Stage One:</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement pattern</li> </ul>						
<b>GLOBAL CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• Embedding Rights Respecting</li> <li>• Eco/School Council</li> <li>• British Values</li> </ul>					
<b>CURRICULUM</b>	Hello Yellow	Children In Need	Safer Internet Day	World Book Day	Cultural Champion Visit	Summer Production

<b>ENRICHMENT</b>	Anti-Bullying Week	Acorn Class Nativity	Children's Mental Health Week Eco-Summit Day	Red Nose Day		
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