



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>Meercat 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 <b>Geometry:</b> Shape</p>		<p><b>Number:</b> Division <b>Number:</b> Place Value and Statistics <b>Measurement:</b> Length and Height <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 Athlete?</p> <ul style="list-style-type: none"> <li>• Can I notice that animals, including humans, have offspring which grow into adults?</li> <li>• Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</li> <li>• Can I describe the importance for humans of</li> </ul>	<p>Materials &amp; Their Properties What is our school made of?</p> <ul style="list-style-type: none"> <li>• Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</li> <li>• Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting</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 explore and compare the differences between things that are living, dead, and things that have never been alive?</li> <li>• Can I 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?</li> <li>• Can I identify and name a variety of plants and animals in their habitats, including microhabitats?</li> <li>• Can I describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food?</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 describe what plants need to survive?</li> <li>• Can I observe and describe how seeds and bulbs grow into mature plants?</li> <li>• Can I find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> </ul>	

	exercise, eating the right amounts of different types of food, and hygiene?	and stretching?		
	<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 use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they explain why someone in the past acted in the way they did?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other</li> </ul>		<p>Time travellers: Why did the Titanic sink?</p> <ul style="list-style-type: none"> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they explain why eye-witness accounts may vary?</li> <li>• Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> <li>• Can they try to work out how long ago an event happened?</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>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they recount some interesting facts from an historical event?</li> <li>• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history?</li> <li>• Can they find out something about the past by talking to an</li> </ul>

	sources to find out about them?				older person?  • Can they say at least two ways they can find out about the past, for example using books and the internet?	
<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 make plausible predictions about what the weather may be like in different parts of the world?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> <li>• Can they explain how the weather affects different people?</li> <li>• Can they name the continents of the world and find them in an atlas?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</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 label a diagram or photograph using some geographical words?</li> <li>• Can they say what they like and don't like about their locality and the seaside?</li> <li>• Can they describe some of the features associated with an island?</li> <li>• Can they describe some human features of their own locality, such as the jobs people do?</li> <li>• Can they name the world's oceans and find them in an atlas?</li> <li>• Can they find the longest and shortest route using a map?</li> </ul>		<p><b>Life in another country</b> <b>Where would you prefer to live? England or Africa?</b></p> <ul style="list-style-type: none"> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> <li>• Can they describe a place outside Europe using geographical words?</li> <li>• Can they explain what facilities a town or village might need?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</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>	<p><b>Drawing/Painting</b> Self portraits Modigliani Arcimboldo</p>		<p><b>Printing and Textiles</b> African Patterns Martin Bulinya</p>		<p><b>Sculpture</b> Wire, card and paper-mâché</p>	
	<p>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> </ul>					

	<ul style="list-style-type: none"> <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>					
<b>Computing (Rising Stars) (Complete)</b>	Coding	Online safety/spreadsheets	Questioning	Effective searching	Creating pictures	Making music/presenting ideas
	To understand what an algorithm is. <ul style="list-style-type: none"> <li>To create a computer program using simple algorithms.</li> </ul>	To review prior use of spreadsheets. <ul style="list-style-type: none"> <li>To use copying and pasting.</li> <li>To use totalling tools.</li> </ul>	To show that the information provided on pictogram is of limited use beyond answering simple questions. <ul style="list-style-type: none"> <li>To use YES or No questions</li> </ul>	To know how to refine searches using the Search tool. <ul style="list-style-type: none"> <li>To have some knowledge and understanding about</li> </ul>	To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir). <ul style="list-style-type: none"> <li>To recreate pointillist art</li> </ul>	To be introduced to making music digitally using 2Sequence. <ul style="list-style-type: none"> <li>To explore, edit and combine sounds using</li> </ul>

	<ul style="list-style-type: none"> <li>• To use the button object.</li> <li>• To understand how use the Repeat and Timer command.</li> <li>• To know what debugging means.</li> <li>• To debug simple programs.</li> <li>• To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.</li> <li>• To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To use a spreadsheet to add amounts.</li> <li>• To create a table and block graph.</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>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</p>	<p>to separate information.</p> <ul style="list-style-type: none"> <li>• To construct a binary tree to separate different items. Use 2Question (a binary tree) to answer questions.</li> <li>• To use a database to answer more complex search questions.</li> </ul> <p>To use the search tool to find information.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>sharing more globally on the Internet.</p> <ul style="list-style-type: none"> <li>• To introduce Email as a communication tool using 2Respond simulations.</li> <li>• To understand how we talk to others when they aren't there in front of us.</li> <li>• To open and send simple online communications in the form of email.</li> <li>• To understand that information put online leaves a digital footprint or trail.</li> <li>• To begin to think critically about the information they leave online.</li> <li>• To identify the steps that can be taken to keep personal data and hardware secure.</li> <li>• To understand the terminology associated with searching.</li> <li>• To gain a better understanding about searching on</li> <li>• To create a leaflet to help someone. search for information on the Internet. the Internet.</li> <li>•</li> </ul>	<p>and look at the work of pointillist artists such as Seurat.</p> <ul style="list-style-type: none"> <li>• To look at the work of Piet Mondrian and recreate it using the Lines template.</li> <li>• To look at the work of William Morris and recreate it using the Patterns template.</li> </ul> <p>To explore surrealism and eCollage</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>2Sequence.</p> <ul style="list-style-type: none"> <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> <li>•</li> </ul>
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		<p>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> <li>• Can they give a good reason for the views they have and the connections they make?</li> </ul>					
<b>PSHE (Complete)</b>	<p>Being me in my world</p> <p><b>Know how to make their class a safe and fair place</b></p> <p><b>Show good listening skills</b></p> <p><b>Be able to work co-operatively</b></p> <p>Recognise own feelings</p>	<p>Celebrating difference</p> <p><b>Explain how being bullied can make someone feel</b></p> <p><b>Know how to stand up for themselves when they need to</b></p> <p><b>Understand that</b></p>	<p>Dreams and goals</p> <p><b>Recognise how working with others can be helpful</b></p> <p><b>Be able to work effectively with a partner</b></p> <p><b>Be able to choose a partner with whom they work well</b></p>	<p><b>Healthy me</b></p> <p><b>Feel positive about caring for their bodies and keeping it healthy</b></p> <p><b>Have a healthy relationship with food</b></p> <p><b>Desire to make healthy</b></p>	<p><b>Relationships</b></p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p><b>Can recognise and talk</b></p>	<p>Changing me</p> <p><b>Can say who they would go to for help if worried or scared</b></p> <p><b>Can say what types of touch they find comfortable/uncomfortable</b></p>

	and know when and where to get help Recognise the feeling of being worried	<b>everyone's differences make them special and unique</b> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are differen	<b>Be able to work as part of a group</b> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling	<b>lifestyle choices</b> Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends	<b>about the types of physical contact that is acceptable or unacceptable</b> <b>Can identify the negative feelings associated with keeping a worry secret</b> <b>Can identify who they trust in their own relationships</b> Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared	<b>le</b> <b>Be able to confidently ask someone to stop if they are being hurt or frightened</b> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next yea
<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> 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 ENRICHMENT</b>	Hello Yellow Anti-Bullying Week	Children In Need Acorn Class Nativity	Safer Internet Day Children's Mental Health Week Eco-Summit Day	World Book Day Red Nose Day	Cultural Champion Visit	Summer Production