







## Year 1 & 2 Curriculum 2022-23

	Autumn		Spring		Summer	
	6 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
	<b>Big Bang</b> Big Bang – Treasure hunt around the school grounds.	<b>Big Bang</b> Big Bang – Make bread and compare how bread was made in 1666 to today.	<b>Big Bang</b> Big Bang Indian day Food tasting	<b>Big Bang</b> Big Bang- Build a rocket from junk modelling materials	<b>Big Bang</b> Big Bang – Dress up day	<b>Big Bang</b> Big Bang -
<b>Topic:</b> Geography History	<b>MAP MAKERS (Geography)</b> 	<b>The Great Fire of London (History)</b> 	<b>Why don't tigers live in Twydale? (Geography)</b> 	<b>What makes a great Explorer? (History)</b> 	<b>Marvellous Medway (History)</b> 	<b>The seaside (Geography)</b> 
	Question: What's my place in the world?  Outcome: Children create a class atlas showing the local area to the world	Question: How do we know so much about what happened in the Great Fire of London?  Outcome: Present a short assembly to year 3 explaining what we have	How does the geography of India compare with the geography of where I live?	Question: What does it take to be a great explorer? Outcome  <b><u>National Curriculum Coverage.</u></b>  <b>Year 1 general historical skills.</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to</li> </ul>	Question: Why is the history of my local area significant?  Outcome Create a historical information board about the place studied.	Question: What do we find where the land meets the sea?  Outcome

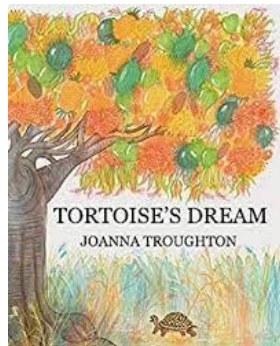

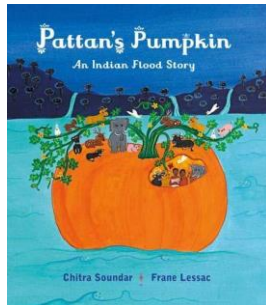
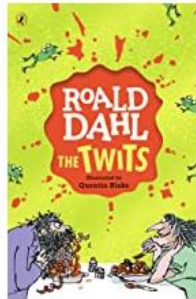

	<p><b><u>National Curriculum Coverage</u></b> Year 1</p> <p>Study the human and physical geography of a small area of the United Kingdom.</p> <ul style="list-style-type: none"> <li>• Begin to understand what a continent is.</li> <li>• Start to name some of the 7 continents of the world.</li> <li>• Name, and locate the 4 countries of the United Kingdom</li> <li>• Know about seasonal and daily weather patterns in the United Kingdom</li> <li>• Sort physical and human features.</li> <li>• Label physical features on an aerial photo.</li> <li>• Focus on North and South Pole. Why are they different?</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Name/Locate 7 continents and 5 oceans.</li> <li>• Identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Know the location of hot and cold areas</li> </ul>	<p>learnt about the Great Fire of London.</p> <p><b><u>National Curriculum Coverage</u></b></p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><b>Year 1 general historical skills.</b></p> <ul style="list-style-type: none"> <li>• To know common words and phrases relating to the passing of time</li> <li>• To understand key features of events</li> <li>• To identify some similarities and differences between ways of life in different periods</li> </ul> <p>To know about the lives of significant individuals.</p> <p><b>Year 2 general historical skills.</b></p> <p>To know common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> <li>• To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• To use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b><u>National Curriculum Coverage.</u></b> <b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, soil, season and weather.</li> <li>• Sort physical and human features.</li> <li>• Identify how seasonal and daily weather patterns in the UK affects the life and activities of people and the locate hot and cold areas of the world in relation to the Equator and the north and south Poles. (W)</li> <li>• Learn to use key human geographical vocabulary appropriate for development al level.</li> </ul>	<p>national and international achievements.</p> <p><b>Year 2 general historical skills.</b> <b>Topic-specific skills</b></p> <ul style="list-style-type: none"> <li>• To know common words and phrases relating to the passing of time.</li> <li>• Changes within living memory and where appropriate these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<p><b><u>National Curriculum Coverage.</u></b> <b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b>Year 2</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b><u>National Curriculum Coverage.</u></b> <b>Year 1</b></p> <p>Be able to distinguish land from sea on a map or globe.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, soil, season and weather.</p> <p><b>Year 2</b></p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, mountain, ocean and valley.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, port and harbor.</p>
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	of the world in relation to the Equator and the North and South Poles.		<p>including: city, house, factory office and shop.</p> <p>Year 2</p> <ul style="list-style-type: none"><li>• Understand geographical similarities and differences through studying and comparing the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. E.g. – part of India.</li><li>• Use basic geographical vocabulary to refer to key</li></ul>			
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physical features, including : beach, cliff, mountain, ocean and valley.

- Understand and make comparisons about the human geography of a small area in the UK and a contrasting non-EU country. (C)
- Use basic geographical vocabulary to refer to key human features, including : city, town, village, farm, port and harbor.

<b><u>DT/Art</u></b>	D.T.  Design a greenhouse (materials recap)  Cooking – fruit salad/kebab	Art  Painting  Great fire of London? Fireworks  Brush strokes  Colour mixing  Cooking - bread	<b>D.T Making (a Diaorama)</b>  Using scissors safely constructing with materials that are supplied to them  Measure to the nearest cm  Cooking – vegetable samosas with puff pastry			
<b>Visits / Experiences</b>	Twydall Library  Tesco	Visit from the Fire Brigade	Indian cooking/food tasting.  Visit Twydall Tandoori	Plan a trip and explore the local woods.	Visit to a local place of interest. Chatham Dockyards or Rochester Castle.	Trip to the seaside or the Strand.
<b>Value</b>	Community	Curiosity	Respect  Equality	Aspiration  Teamwork	Community  Aspiration	Happiness  Articulacy
<b>Reading</b>	Year 1 Taught across the year through RWI <ul style="list-style-type: none"> <li>• To blend sounds in unfamiliar words using the GPCs I have been taught</li> <li>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</li> <li>• To read common exception words</li> <li>• To read words containing taught GPCs</li> <li>• To read words containing –s, -es, -ing, -ed and –est endings</li> <li>• To read words with contractions (I’m, I’ll, we’ll)</li> <li>• To read aloud books that use letters and letter groups I have been taught</li> <li>• To re-read texts to build up my fluency and confidence</li> <li>• To continue to demonstrate a pleasure in reading and a motivation to read</li> <li>• To link what I have read or heard to my own experiences</li> <li>• To listen and discuss a wide range of fiction, non-fiction and poetry</li> <li>• To retell familiar stories in increasing detail</li> <li>• To recite simple poems by heart</li> <li>• To discuss word meaning and link new meanings to words I already know</li> <li>• To check that a text makes sense to me as I read and self-correct</li> </ul>					

	<ul style="list-style-type: none"><li>To predict what might happen on what I have read so far</li><li>To begin to make simple inferences</li><li>To discuss the significance of titles and events</li><li>To join in discussions about a text, take turns and listen to what others say</li></ul>					
	Year 2 Taught across the year through RWi and then Reading lessons. <ul style="list-style-type: none"><li>To read accurately most words of two or more syllables</li><li>To read most words containing common suffixes</li><li>To read most common exception words</li><li>To read words accurately and fluently without overt sounding and blending</li><li>To sound out most unfamiliar words accurately, without hesitation</li><li>To recognise alternative sounds for letters or groups of letters</li><li>To check a familiar text that I can read accurately makes sense</li><li>To answer questions and make some inferences on what is being said and done in a familiar text</li><li>To enjoy reading and discussing the order of events in books and how information is related</li><li>To enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others</li><li>To spot if a word has been read wrong by following the sense of the text</li></ul>					
Writing	<p><b><u>Tortoise's Dream</u></b></p>  <p><b>Additional texts:</b></p> <p>Lost and Found Oliver Jeffers</p> <p>Meerkat Mail</p> <p>We're going on a bear Hunt</p> <p>We're going on a treasure Hunt</p> <p>The Jolly postman</p>	<ul style="list-style-type: none"><li><b><u>The Great Fire of London</u></b></li></ul>  <p><b>Additional texts:</b></p> <p>A walk in London</p> <p>The Queens Hat</p> <p>Coming to England</p> <p>Cops and Robbers Alan Ahlberg</p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"><li>Retell of Great Fire</li><li>Recount of visit</li></ul>	<p><a href="https://www.rebekahqiennapp.com/childrens-books-about-india/">https://www.rebekahqiennapp.com/childrens-books-about-india/</a></p> <p><b>Cinamon Neil Gaiman</b></p> <p><b>Writing outcomes:</b></p> <p>Produce an information poster</p> <p>Persuasive letter</p> <ul style="list-style-type: none"><li>To use the past and present tense mostly correctly and consistently</li><li>To use some subordinating conjunctions</li><li>To spell most words correctly and make phonically-plausible attempts at others</li><li>To spell many common exceptions words</li></ul>	<p><b>Pattan's Pumpkin</b></p> <p><b>Space stories?</b></p> <p><b>Li ttle people big dreams series?</b></p>  <p><b>Writing outcomes:</b></p> <p>Retell</p> <ul style="list-style-type: none"><li>To use commas when I am writing a list</li></ul>	<p><b><u>The Twits</u></b></p>  <p><b>Writing outcomes:</b></p> <p>Revenge chapter (Muggle Wump's revenge)</p> <p>Charity leaflet (monkeys in captivity)</p> <ul style="list-style-type: none"><li>To use suffixes correctly: -er, -est, -ful and -less</li><li>To use different sentence types, including questions, statements and commands</li></ul>	<p><b><u>Charlotte's Web</u></b></p>  <p><b>Writing outcomes:</b></p> <p>Setting description</p> <p>Letter</p> <ul style="list-style-type: none"><li>To use suffixes correctly: -er, -est, -ful and -less</li><li>To use different sentence types, including questions,</li></ul>







	<p>The way back home</p> <p><b>Writing outcomes:</b></p> <p>Recount of their journey</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• To use spaces between words</li> <li>• To use capital letters and full stops</li> <li>• To write lower case letters in the correct direction, starting and finishing in the right place</li> <li>• To write lower case and capital letters in the correct direction, starting and finishing in the right place</li> <li>• To name the letters of the alphabet in order</li> <li>• To write most sentences with capital letters, full stops and question marks when required</li> <li>• To use the past and present tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Information poster</li> <li>• To write about real events, recording these simply and clearly</li> <li>• To write most sentences with capital letters, full stops and question marks when required</li> <li>• To use coordinating conjunctions</li> <li>• To form capital letters and digits of the correct size, orientation and relationships to one another and to lowercase letters</li> <li>• To use spacing between words that reflects the size of the letters</li> <li>• </li> </ul>		<ul style="list-style-type: none"> <li>• To use apostrophes for possession</li> <li>• To spell most words correctly and make phonically-plausible attempts at others</li> <li>• To spell many common exceptions words</li> </ul>	<ul style="list-style-type: none"> <li>• To use commas when I am writing a list</li> <li>• To use some subordinating conjunctions</li> </ul>	<p>statements and commands</p> <ul style="list-style-type: none"> <li>• To use commas when I am writing a list</li> <li>• To use some subordinating conjunctions</li> </ul>
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	<ul style="list-style-type: none"> <li>To use some subordinating conjunctions</li> </ul> <p>To spell most words correctly and make phonically-plausible attempts at others</p>					
<b>Maths</b>	<p><b><u>Year 1</u></b></p> <p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Identify and represent numbers using objects and pictorial representations including the</li> </ul>	<p><b><u>Year 1</u></b></p> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> </ul>	<p><b><u>Year 1</u></b></p> <p><b><u>Number and Place Value (within 20)</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> <li>Given a number, identify 1 more and 1 less</li> </ul> <p><b><u>Addition and Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> </ul>	<p><b><u>Year 1</u></b></p> <p><b><u>Number and Place Value (within 50)</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>Given a number, identify 1 more and 1 less</li> </ul> <p><b><u>Length and Height</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</li> </ul>	<p><b><u>Year 1</u></b></p> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<p><b><u>Year 1</u></b></p> <p><b><u>Place value (within 100)</u></b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul> <p><b><u>Measurement – Money</u></b></p> <ul style="list-style-type: none"> <li>recognise and know the value of different</li> </ul>



<p>number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> <li>Compare numbers using &lt;, &gt; and = signs</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words (Y1)</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a 2-</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> </ul> <p><b><u>Shape and Geometry</u></b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20 (Y1)</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects,</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> </ul>	<p><b><u>Mass and Volume</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time</li> <li>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Length and height</u></b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales.</li> <li>compare and order lengths, record the results using &gt;, &lt; and =</li> </ul> <p><b><u>Mass, capacity and Temperature</u></b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>compare and order mass, volume/capacity</li> </ul>	<p><b><u>Geometry – position and direction</u></b></p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p>denominations of coins and notes</p> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b><u>Year 2</u></b></p> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects</li> </ul>
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	<p>digit number (tens, ones)</p> <ul style="list-style-type: none"> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	<p>pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers</p> <ul style="list-style-type: none"> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul> <p><b><u>Shape</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>Identify 2-D shapes on the surface of 3-D shapes</li> <li>Identify and describe the properties of 3-D shapes, including the number of</li> </ul>	<ul style="list-style-type: none"> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p>and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>		<p>in each category and sorting the categories by quantity</p> <ul style="list-style-type: none"> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul> <p><b><u>Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul>
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		edges, vertices and faces				
<b>Science</b>	<p>Can you design a new house for a plant where it will grow successfully?</p> <p>Outcome: Greenhouse design</p> 	<p>Why does it get darker earlier in winter?</p> <p>Outcome: Create artwork for a calendar representing the 4 seasons</p> 	<p>Can you design a habitat for an Indian animal?</p> <p>Outcome: diorama</p> 	<p>Can we grow our own salad?</p> <p>Outcome: Plant seeds and bulbs to begin to grow their own salad.</p> 	<p>How can I grow to be big and strong?</p> <p>Outcome: Make an information leaflet to share with Year R</p> 	<p>How can we make a waterproof boat?</p> <p>Outcome: children to choose materials to that will make the best boat.</p> 
	<p><b>Plants</b></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Yr1)</li> <li>Use observational drawings. (Yr1)</li> <li>Looking at plants, recognising features from reference material. (Yr1)</li> <li>Gather different-shaped leaves. Bark rubbings. Create nature table. (Yr1)</li> <li>Make observational drawings of plants. (Yr1)</li> <li>Plan how to record the growth of plants and changes in the seasons. (Yr1)</li> </ul>	<p><u><b>Seasonal Changes</b></u></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><u><b>Year 2</b></u></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><u><b>Animals Including Humans</b></u></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Yr 1)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Yr 1)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Yr 1)</li> </ul> <p><u><b>Year 2</b></u></p> <p><u><b>Living Things and their Habitats</b></u></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive (Yr 2)</li> </ul>	<p><b>Plants</b></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants. Use observational drawings. (Yr 1)</li> <li>Identify and describe the basic structure of a variety of common flowering plants. (Yr 1)</li> <li>Looking at plants, recognising features from reference material. (Yr 1)</li> <li>Make observational drawings of plants. (Yr 1)</li> <li>Plan how to record the growth of plants and changes in the seasons. (Yr 1)</li> </ul> <p><u><b>Year 2</b></u></p>	<p><u><b>Animals Including Humans</b></u></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Yr 1)</li> </ul> <p><u><b>Year 2</b></u></p> <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults (Yr 2)</li> <li>Describe the basic needs of animals, including humans, for survival (water, food and air) (Yr 2)</li> <li>Describe the importance for</li> </ul>	<p><u><b>Everyday Materials</b></u></p> <p><u><b>Year 1</b></u></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made (Yr 1)</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Yr 1)</li> <li>Describe the simple physical properties of a variety of everyday materials (Yr 1)</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties (Yr 1)</li> <li>Identify and record materials to classify</li> </ul>

	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>Explore the needs of a plant - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these (Yr 2)</li> <li>Looking at plants in context of habitat, how does habitat provide for them? (Yr 2)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>		<ul style="list-style-type: none"> <li>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. (Yr 2)</li> <li>Explore how weather effects habitats. (Yr 2)</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats (Yr 2)</li> <li>Depict links between habitat and animal, and food chains. (Yr 2)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants. conclude what changes with time, during the growth of a seed and bulb. (Yr 2)</li> <li>Record the changes in seed and bulb growth over time. (Yr 2)</li> <li>Explore the needs of a plant - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. (Yr 2)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>	<p>humans of exercise, eating the right amounts of different types of food, and hygiene (Yr 2)</p> <ul style="list-style-type: none"> <li>Illustrate what humans and other animals need to grow. (Yr 2)</li> <li>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 (Yr 2)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>	<p>natural/manmade objects. (Yr 1)</p> <p><b><u>Year 2</u></b></p> <p><b><u>Uses of Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Yr 2)</li> <li>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching – consider how this may / may not be useful. (Yr 2)</li> <li>Use evidence to explain how materials are better-suited than others to their function. (Yr 2)</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> </ul>
	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Identify and classify</li> <li>Use their observations and ideas to suggest answers to questions</li> </ul>					

	<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> </ul>					
	Online safety to be taught and revisited at the start of each term.					
<b>Computing &amp; Online Safety</b>	<p>Year 1</p> <p>We are treasure hunters</p> <p>Using programmable toys</p> <p>-</p> <p>Understand that a programmable toy can be controlled by inputting a sequence of instructions</p> <p>Develop and record sequences of instructions as an algorithm.</p> <p>Program the toy to follow their algorithm.</p> <p>Debug their programs.</p> <p>Predict how their programs will work.</p> <p>Year 2</p> <p>We are astronauts programming on the screen</p> <p><b><u>Practical skills</u></b></p> <ul style="list-style-type: none"> <li>Navigate a qwerty keyboard, e.g. type a simple sentence and use cursor keys, back-space, etc.</li> <li>Use the double-click function. Log onto different platforms / devices.</li> </ul> <p>Have a clear understanding of algorithms as sequences of instructions.</p>	<p>Year 1</p> <p>Logging in</p> <p>We are painters</p> <p>Illustrating an e-book</p> <ul style="list-style-type: none"> <li><b><u>Practical skills</u></b></li> <li>Begin to use a mouse</li> <li>Type letters on a keyboard</li> <li>Turn a computer on or off</li> <li>Use log in details to log into a given software</li> <li>Use the web safely to find ideas for an illustration.</li> </ul> <p>Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper.</p> <p>Create an illustration for a particular purpose.</p> <p>Know how to save, retrieve and change their work.</p> <p>Reflect on their work and act on feedback received.</p> <p>Year 2</p> <p>We are photographers</p> <p>Taking better photos</p> <p>Consider the technical and artistic merits of photographs.</p> <p>Use a digital camera or</p>	<p>Year 1</p> <p>We are collectors</p> <p>Finding images using the web</p> <p>Find and use pictures on the web.</p> <p>Know what to do if they encounter pictures that cause concern.</p> <p>Group images on the basis of a binary (yes/no) question.</p> <p>Organise images into more than two groups according to clear rules.</p> <p>Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images</p> <p>Year 2</p> <p>We are researchers</p> <p>Researching a topic</p> <p>Develop collaboration skills through working as part of a group.</p> <p>Develop research skills through searching for information on the internet.</p> <p>Improve note-taking skills through the use of mind mapping.</p> <p>Develop presentation skills through creating and delivering a short multimedia presentation.</p>	<p>Year 1</p> <p>We are chefs</p> <p>Filming the steps of a recipe</p> <p>Break down a process into simple, clear steps, as in an algorithm.</p> <p>Use different features of a video camera.</p> <p>Use a video camera to capture moving images.</p> <p>Develop collaboration skills.</p> <p>Discuss their work and think about how it could be improved.</p> <p>Year 2</p> <p>We are games testers</p> <p>Exploring how computer games work</p> <p>Describe carefully what happens in computer games.</p> <p>Use logical</p>	<p>Year 1</p> <p>We are story tellers</p> <p>Producing a talking book</p> <p>Use sound recording equipment to record sounds.</p> <p>Develop skills in saving and storing sounds on the computer.</p> <p>Develop collaboration skills as they work together in a group.</p> <p>Understand how a talking book differs from a paper-based book.</p> <p>Talk about and reflect on their use of ICT.</p> <p>Share recordings with an audience.</p> <p>Year 2</p> <p>We are detectives</p> <p>Collecting clues</p> <p>Understand that email can be used to communicate.</p> <p>Develop skills in opening, composing and sending emails.</p> <p>Gain skills in opening and listening to audio files on the computer.</p> <p>Use appropriate language in emails.</p> <p>Develop skills in editing and formatting text in emails.</p> <p>Be aware of online safety issues when using email.</p>	<p>Year 1</p> <p>We are celebrating</p> <p>Creating a digital card</p> <p>Develop basic keyboard skills, through typing and formatting text.</p> <p>Develop basic mouse skills.</p> <p>Use the web to find and select images.</p> <p>Develop skills in storing and retrieving files.</p> <p>Develop skills in combining text and images. Discuss their work and think about whether it could be improved.</p> <p>Year 2</p> <p>We are zoologist</p> <p>Collecting data about bugs</p> <p>Sort and classify a group of items by answering questions.</p> <p>Collect data using tick charts or tally charts.</p> <p>Use simple charting software to produce pictograms and other basic charts.</p> <p>Take, edit and enhance photographs.</p> <p>Record information on a digital map.</p>

	Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs	camera app. Take digital photographs. Review and reject or rate the images they take. Edit and enhance their photographs. Select their best images to include in a shared portfolio.		reasoning to make predictions of what a program will do. Test these predictions. Think critically about computer games and their use. Be aware of how to use games safely and in balance with other activities.		
<b>PE</b>	Multi-skills  Handball	Infant agility  Dance	Gymnastics  Tag Rugby	Basketball  Tri Golf	Cricket  Infant agility	Athletics  Rounders
<b>RE</b>  <b>Y1</b>  4 terms Christianity  <b>Y2</b>  4 terms Christianity	<b><u>Christianity: Local Church/worship (link to Geography - maps)</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to recognise and name features of religions and beliefs.</li> <li>To be able to recognise symbols and other forms of religious expression.</li> </ul> <b><u>Year 2</u></b>	<b><u>Christianity: Jesus' Birth and Christmas</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul> <b><u>Year 2</u></b> <ul style="list-style-type: none"> <li>To be able to retell religious, spiritual and moral stories.</li> </ul>	<b><u>Christianity: Jesus the Teacher</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul> <b><u>Year 2</u></b> <ul style="list-style-type: none"> <li>To be able to retell religious, spiritual and moral stories.</li> <li>To be able to ask significant questions about religions and beliefs</li> </ul> <b>Outcomes</b>	<b><u>Christianity: Easter</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to identify what they find interesting and puzzling in life (e.g. resurrection)</li> <li>To be able to</li> </ul>	<b><u>Islam: Prophet Muhammed (pbuh)</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to recognise and name features of religions and beliefs.</li> </ul> <b><u>Year 2</u></b> <ul style="list-style-type: none"> <li>To identify how religion and belief is expressed in different ways</li> </ul>	<b><u>Islam: Five Pillars of Islam</u></b>  <b><u>Year 1</u></b> <ul style="list-style-type: none"> <li>To be able to recognise and name features of religions and beliefs.</li> <li>To be able to recognise other forms of religious expression.</li> </ul> <b><u>Year 2</u></b>

<p>2 terms Islam</p>	<ul style="list-style-type: none"> <li>To be able to identify possible meanings for symbols and other forms of religious expression.</li> <li>To be able to identify how religion and belief is expressed in different ways. (prior learning of Judaism in year 1)</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>To know some Christian symbols and words.</li> <li>To recognise features of religious life and practice</li> <li>To identify aspects of own experience and feelings, through discussion and oracy. Comparing with religious material studied.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>To recount outlines of some Biblical stories</li> <li>To recognise some religious symbols and words</li> <li>To identify aspects of own experience and feelings, in religious material studied</li> </ul>	<ul style="list-style-type: none"> <li>To identify and discuss why the Bible is important to Christians</li> <li>To learn about the life of Jesus</li> <li>To know how Jesus taught Christian values using parables (link to the school values PSHE).</li> <li></li> </ul>	<p>recognise forms of religious expression.</p> <ul style="list-style-type: none"> <li>To be able to recall features of religious, spiritual and moral stories and other forms of religious expression</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>To be able to ask significant questions about religions and beliefs</li> <li>To be able to retell religious, spiritual and moral stories.</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>To know what the symbols of Easter represent.</li> <li>To know why Christians</li> </ul>	<ul style="list-style-type: none"> <li>To identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>To know some basic beliefs of Muslims</li> <li>To know why Prophet Muhammed (pbuh) is important to Muslims</li> <li>To know what the Qur'an is and why it is important to believers in Islam</li> </ul> <p><b><u>Eid (21 April)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To know why celebrations like Eid are important to people of Islam</li> </ul>	<ul style="list-style-type: none"> <li>To be able to investigate and connect features of religions and beliefs (Islam and Christianity)</li> <li>To identify how religion and belief is expressed in different ways</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>To know what the Five Pillars of Islam are</li> <li>To know what worship means to Muslims</li> <li>To know how Muslims show their respect to Allah in everyday life.</li> </ul>
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				pray at Easter <ul style="list-style-type: none"> <li>To know how Christians try to follow Jesus' example</li> </ul>		
<b>PSHE</b> <b>1</b> <b>Decision</b>	<b>Keeping and staying safe</b>  <b>Road safety</b>  <b>Keeping yourself and others safe.</b>  <u><b>Year 1</b></u>  <u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>Know some rules that keep us safe, including at home, online, when travelling, and in the sun</li> </ul> <u><b>Year 2</b></u> <ul style="list-style-type: none"> <li>Suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at</li> </ul>	<b>Keeping and staying healthy</b>  <b>Fire safety</b> <b>Healthy eating</b> <b>Brushing our teeth</b> <u><b>Year 1</b></u> <u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>Know some rules that keep us safe.</li> <li>Understand simple hygiene routines</li> <li>List some people who help children stay safe and healthy</li> <li>Describe some ways to keep healthy</li> </ul> <u><b>Year 2</b></u> <ul style="list-style-type: none"> <li>Describe how to follow simple hygiene and dental health routines</li> <li>Describe some ways to keep healthy and explain why it is important</li> </ul>	<b>Our World</b>  <b>Growing in our world</b>  <b>Living in our world</b>  <b>Working in our World</b>  <b>Looking after our World</b>  <u><b>Year 1</b></u>  <u><b>Living in the Wider World</b></u> <ul style="list-style-type: none"> <li>Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups</li> <li>Say some ways to care for the plants, animals and people around us</li> </ul> <u><b>Year 2</b></u>  <u><b>Living in the wider world</b></u> <ul style="list-style-type: none"> <li>Identify some different jobs that people do and some skills needed for those jobs</li> <li>Say what money is, where it comes from, and how it can be looked after, saved or spent</li> <li>Say some ways to care for the plants, animals and people around us and why this is important</li> </ul>	<b>Feelings and emotions</b>  <b>Jealousy</b> <b>Worry</b> <b>Anger</b>  <u><b>Year 1</b></u>  <u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>Recognise and name different feelings</li> <li>Say something that makes them special and unique and what they are good at or proud of</li> </ul>	<b>Being Responsible</b>  <b>Water Spillage</b> <b>Helping someone in need</b> <b>Stealing</b>  <u><b>Year 1</b></u> <u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>Know some rules that keep us safe, including at home, online, when travelling, and in the sun</li> </ul> <u><b>Living in the wider World</b></u> <ul style="list-style-type: none"> <li>Understand the difference between borrowing and stealing.</li> </ul> Understand responsibility and what we are responsible for. <u><b>Year 2</b></u>	<b>Relationships</b> <b>Bullying</b> <b>Friendship</b> <b>Body language</b> <u><b>Year 1</b></u> <u><b>Health and Wellbeing</b></u> <ul style="list-style-type: none"> <li>Recognise and name different feelings</li> <li>Say something that makes them special and unique and what they are good at or proud of</li> </ul> <u><b>Relationships</b></u> <ul style="list-style-type: none"> <li>Name different types of relationships, for example family, friendship, online</li> <li>Say how they are the same and different to other people</li> <li>Say what makes a good friend and what loneliness is</li> </ul>



	home, online, when travelling, and in the sun			<ul style="list-style-type: none"> <li>• Identify external body parts</li> <li>• Say what privacy means and which body parts are private</li> <li>• Understand personal space and say who to tell about concerns or worries</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and name different feelings and describe what to do if they, or others, have not-so-good feelings</li> <li>• Suggest ways to help themselves and other people feel good, or feel better if not feeling good, such as sleep,</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Understand personal space and say who to tell about concerns or worries</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Say how they are the same and different to other people, and how to treat themselves and other people with respect</li> <li>• Describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it</li> <li>• Say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements</li> <li>• Say who loves and cares for them, what it means to be a family and that families are all different</li> </ul>
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				regular exercise and balancing time on and offline		
<b>Music</b>       <b>Needs objectiv es adding</b>	<u><b>Charanga: Hands, Feet, Heart</b></u>	<u><b>Charanga: Ho Ho Ho</b></u>	<u><b>I wanna play in a band</b></u>	<u><b>Zootime</b></u>	<u><b>Friendship Song</b></u>	<u><b>Reflect, rewind and replay</b></u>