

| Year Two                    |  | Autumn Term  |   | Spring Term  |  | Summer Term  |  |
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|                             |  | Great Fire of London   | Castles and Dragons   | Location, Location, Location   | The Scented Garden   | Adventures   | Adventures   |
| Value Focus                 |  | <b>DREAM TEAM</b><br><br>Introduction to the 5 values.  | <b>Determination</b><br><br>We never give up  | <b>Responsibility</b><br><br>We are honest  | <b>Empathy</b><br><br>We are kind   | <b>Aspiration</b><br><br>We aim high  | <b>Make a Difference</b><br><br>We look after our world.  |
| Trips, visits & experiences |  |  | Lincoln Castle  |  |  | Wild in the Woods  | Visiting new schools   |
| British Values              |  | Introduction to British Values   | Democracy   | Rule of Law  | Individual Liberty   | Tolerance  | Mutual Respect   |
| Lines of Enquiry            |  | Why do we sing London's Burning, London's Burning?   | How was England saved by a Lincoln lady?  | Would you like to live in the coldest place on earth?  |  | You're never too young to be a hero!   | How did explorers discover new lands?  |
| Key Texts – Literacy Tree   |  | <b>Writing</b><br><br>Wolves – Emily Gravett<br>Jim and the Beanstalk – Raymond Briggs                          | <br>The Journey home – Frann Preston-Gannon<br>We Are Water Protectors – Carole Lindstrom | <br>The Bear under the Stairs – Helen Cooper<br>The Bear and the Piano – David Litchfield | <br>Tadpoles Promise – Jeanne Willis<br>Grandad's Camper- Harry Woodgate                | <br>Ocean Meets Sky<br>Eric Terry Fan<br>The Dragon Machine Helen Ward  | <br>The Great Fire of London Emma Adams<br>A Walk in London Salvatore Rubbino                                 |
|                             |  | <b>Reading</b><br><br>The Spider and the Fly - Mary Howitt and Tony DiTerlizzi<br>After the Fall - Dan Santat | <br>There's a Rang-Tan in My Bedroom - James Sellic<br>Lost Species - Jess French       | <br>Rabbit and Bear - Julian Gough and Jim Field<br>A book of bears - Katie Viggers     | <br>Too small - Tola Atinuke<br>The Magic Finger - Roald Dahl                         | <br>Eric – Shaun Tan<br>The Ride by Nights – Walter de la Mare  | <br>Ada Twist and the Perilous Pantaloons – Andrea Beaty<br>The Street Beneath My Feet – Charlotte Guillian |
| Key Texts for Story Time    |  | <br>The Three Wishes<br>Vlad – AND THE GREAT FIRE OF LONDON<br>Samuel Pepys                                   | <br>Dragonbirth (Poem)  | <br>The Journey home<br>Over and Under<br>The Lion and the Witch<br>The Wardrobe        | <br>The Secret Garden<br>The Tin Forest<br>ROALD DAHL<br>GEORGE'S MARVELLOUS MEDICINE | <br>HOW DOES A LIGHTHOUSE WORK?<br>GRACIE THE Lighthouse CAT<br>A First Book of the Sea<br>LIFEBOAT CREW MEMBER | <br>THE STORM WHALE<br>THE SECRET OF BLACK ROCK<br>Magic Beach<br>WHAT A WASTE                              |



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|---------|------------------------------|----------------------|--|
| English | Phonics                      |                      | Little Wandle – Revisit Phase 5 (Autumn Term)<br>Little Wandle Y2 Spelling Programme   |
|         | Spelling (alongside phonics) | Teaching of Spelling | <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Most people read words more accurately than they spell them. The younger pupils are, the truer this is.</li> <li>• By the end of Y1, children should be able to read a large number of different words containing the GPCs they have learned (whether they have seen these words or not) – however, spelling is different. Once pupils have learnt more than one way of spelling particular sounds (alternatives in Phase 5) choosing the right letter or letters depends on either a conscious effort to learn them or remembering them subconsciously from their reading.</li> <li>• It is important to note that younger children have not had enough time to learn or absorb all of the accurate spellings of the words they may want to write.</li> <li>• Many of the words listed as ‘example words’ for years, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling.</li> <li>• The ‘exception words’ for spelling contain GPCs which have not yet been taught as widely applicable, but this is because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.</li> <li>• The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between <i>medical</i> and <i>medicine</i> may help pupils to spell the /s/ sound in <i>medicine</i> with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.</li> <li>• The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words.</li> <li>• In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</li> <li>• At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</li> <li>• Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</li> </ul> |
|         |                              |                      | <p><b>Teaching Spelling:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ spell by: <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>▪ learning to spell common exception words <ul style="list-style-type: none"> <li>• Learn to spell more words with contracted forms</li> <li>• Learn to spell the possessive apostrophe (singular)</li> <li>• Distinguishing between homophones and near-homophones</li> </ul> </li> <li>▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <ul style="list-style-type: none"> <li>• apply spelling rules and guidance</li> </ul> </li> <li>▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> </li> </ul>   |

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|         |                        | <p>As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.</p> <p>Introduction to adding –es to nouns and verbs ending in –y - The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added (e.g. fairies, flies, tries, replies, copies, babies, carries)</p>   | <p>Contractions - In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s</i> raining) or sometimes <i>it has</i> (e.g. <i>It’s</i> been raining), but <i>it’s</i> s never used for the possessive (e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll)</p> <p>Homophones and near-homophones - there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> | <p>Words ending in –tion – e.g. station, fiction, motion, nation, section, information</p> <p>Introduction to adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - The <b>y</b> is changed to <b>i</b> before <b>–ed</b>, <b>–er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b>. The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> (e.g. copied, copier, happier, happiest, cried, replied ...<b>but</b> copying, crying, replying)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it - The <b>–e</b> at the end of the root word is dropped before <b>–ing</b>, <b>–ed</b>, <b>–er</b>, <b>–est</b>, <b>–y</b> or any other suffix beginning with a vowel letter is added (<i>e.g.</i> hiking, hiked, hiker, nicer, nicest, shiny) <b>Exception:</b> <i>being</i>.</p> <p>The possessive apostrophe (singular nouns)</p> | <p>Revisit the possessive apostrophe (singular nouns) – e.g. Lighthouse Keeper’s; Mr Grinling’s;</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - the last consonant letter of the root word is doubled to keep the sound (i.e. to keep the vowel ‘short’) (e.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny. <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i></p> | <p>The suffixes –ment, –ness, –ful , –less and –ly - If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words (e.g. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily) <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>–y</b> with a consonant before it but only if the root word has more than one syllable.</p> | <p>Opportunity to revisit any spelling focus taught to date, and address any gaps in pupil’s knowledge before KS2</p> |  |
|         | Words to spell         | Common exception words to spell:  |  |  | Common exception words to spell:   |  | Common exception words to spell:  |  |
|         | Segmenting for Writing | Write from memory, simple sentence(s) dictated by the teacher, that include words using GPC and common exception words taught so far  |  |  |  |  |   |  |
| Reading |                        | <p><b>Notes:</b></p> <ul style="list-style-type: none"><li>● Pupils will revise and consolidate the GPCs and the common exception words taught in Year 1.</li><li>● As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</li><li>● When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</li><li>● Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</li><li>● Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</li><li>● Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading ‘place’ instead of ‘palace’).</li><li>● Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</li><li>● The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</li><li>● Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do.</li><li>● Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</li><li>● Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</li><li>● Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</li></ul> |  |  |  |  |   |  |

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|  |         | Word Reading            | <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing common suffixes</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul>   |   |   |
|  |         | Comprehension           | <ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently:</li> </ul> <p>Term 1 – listen to and discuss stories and non-fiction<br/>Term 2 – listen to and discuss stories and poetry</p> <ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to</li> </ul> <p><b><u>Pleasure and motivation:</u></b></p> <ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories and fairy stories</li> <li>Be introduced to non-fiction books that are structured in different ways</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b><u>Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b><u>Vocabulary Development:</u></b></p> <ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Explore words with similar and opposite meanings</li> <li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently:</li> </ul> <p>Term 3 – listen to and discuss traditional tales and non-fiction<br/>Term 4 – listen to and discuss stories and poetry</p> <ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to</li> </ul> <p><b><u>Pleasure and motivation:</u></b></p> <ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories and traditional tales</li> <li>Understand a variety of non-fiction books that are structured in different ways</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b><u>Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books, poems and other works that are read to them and those that they 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both the books they can already read accurately and fluently and those they listen to</li> </ul> <p><b><u>Pleasure and motivation:</u></b></p> <ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Become increasingly familiar with and retelling a wider range of stories and traditional tales</li> <li>Understand non-fiction books are structured in different ways</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b><u>Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Make inferences on the basis of what is being said and done</li> <li>Answer and ask questions</li> <li>Predict what might happen on the basis of what has been read so far</li> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> <p><b><u>Vocabulary Development:</u></b></p> <ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Explore words with similar and opposite meanings</li> <li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> </ul> |
|  | Writing | Writing Transcription - | <p>Notes:</p> <ul style="list-style-type: none"> <li>Children should revise and practise correct letter formation frequently.</li> <li>They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation</li> <li>Handwriting requires frequent and discrete, direct teaching.</li> <li>The size of the writing implement (pencil, pen) should not be too large for a young child's hand.</li> <li>Whatever writing implement is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</li> <li>Left-handed pupils should receive specific teaching to meet their needs.</li> </ul>  |   |   |

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|  |                                     | <ul style="list-style-type: none"> <li>Consolidate handwriting skills and focus of handwriting learnt in year 1 – particularly (see year 1 medium term plan)</li> </ul>   | <ul style="list-style-type: none"> <li>Forming lower-case letters of the correct size relative to one another more consistently</li> <li>Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters more consistently</li> <li>Uses spacing between words that reflects the size of the letters more consistently</li> </ul> | <ul style="list-style-type: none"> <li>Forms lower-case letters of the correct size relative to one another consistently</li> <li>Uses some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters consistently</li> <li>Uses spacing between words that reflects the size of the letters consistently</li> </ul> |
|  | Vocabulary, grammar and punctuation | <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The grammar of English is learnt naturally and implicitly through interactions with other speakers, and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.</li> <li>Once pupils are familiar with a grammatical concept, they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.</li> <li>The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils’ understanding. Teachers should also go beyond the content set out here if they feel it is appropriate</li> <li>Children need to: <ul style="list-style-type: none"> <li>Be reminded that singular is talking about one ‘thing’ and plural means more than one ‘thing’</li> <li>Be reminded that a root word is a word that makes sense on its own</li> <li>Be reminded that a suffix is something that we add to the end of a word that changes its meaning</li> <li>Be reminded that a prefix is something that we add to the beginning of a word that changes its meaning</li> </ul> </li> <li>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</li> </ul> <p><b>Important Vocabulary/Terminology:</b></p> <p><u>Consolidate:</u> Finger space, letter, word, sentence, full stops, capital letter, question mark, exclamation mark, speech bubble, bullet points, adjective, verb, connective, alliteration, simile – ‘as’ / ‘like’,</p> <p><u>Introduce:</u> apostrophe (contractions and singular possession), commas for description, speech marks, verb/adverb, statement, questions, exclamation, command (bossy verbs) tense (past, present, future), noun phrase, generalisers</p> <p><b>Important further note re: Vocabulary, Grammar and Punctuation:</b></p> <p>Unlike in Year One (see Year One medium term plan), the word, sentence, text and punctuation is not broken-down term by term. This is because the expectation is that the Year 2 new learning to be acquired (listed below) will be taught through a range of experiences in both English lessons (and applied across curriculum work) and Phase 6 phonics sessions. It is expected that as the year progresses, children will begin to develop, apply and then embed this new knowledge, skills and understanding (below) with increasing confidence, independence and automaticity when writing. It is the expectation that when planning, teachers take great care in making links between the texts and the different outcomes below, to support the children in seeing this knowledge, skills and understanding in action and to then be able to apply this to their own work.</p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful</i>, <i>–less</i></li> <li>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</li> <li>Use of the <b>suffixes</b> <i>–er</i>, <i>–est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b></li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</li> <li><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command (sentences with different forms)</li> </ul> <p><b>Text (Grammar):</b></p> <ul style="list-style-type: none"> <li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> </ul> <p><b>Punctuation:</b> (learning how to use both familiar and new punctuation correctly – see English NC appendix 2)</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Commas to separate items in a list</li> <li><b>Apostrophes</b> to mark contractions (where letters are missing in spelling) and to mark singular possession in nouns [for example, <i>the girl’s name</i>]</li> </ul> |   |  |

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| Composition | <b>Notes:</b> <ul style="list-style-type: none"><li>● Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</li><li>● Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</li><li>● Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</li><li>● Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li></ul>   |  |   |   |   |   |
|             | <b><u>Develop positive attitudes towards and stamina for writing by:</u></b> <ul style="list-style-type: none"><li>● Writing narratives about personal experiences and those of others (real and fictional)</li><li>● writing about real events</li><li>● writing poetry</li><li>● writing for different purposes</li></ul> <b><u>Consider what they are going to write before beginning by:</u></b> <ul style="list-style-type: none"><li>● Planning or saying out loud what they are going to write about</li><li>● writing down ideas and/or key words, including new vocabulary</li><li>● encapsulating what they want to say, sentence by sentence</li></ul> <b><u>Make simple additions, revisions and corrections to their own writing by:</u></b> <ul style="list-style-type: none"><li>● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li></ul> | <b><u>Develop positive attitudes towards and stamina for writing by:</u></b> <ul style="list-style-type: none"><li>● Writing narratives about personal experiences and those of others (real and fictional)</li><li>● writing about real events</li><li>● writing poetry</li><li>● writing for different purposes</li></ul> <b><u>consider what they are going to write before beginning by:</u></b> <ul style="list-style-type: none"><li>● Planning or saying out loud what they are going to write about</li><li>● writing down ideas and/or key words, including new vocabulary</li><li>● encapsulating what they want to say, sentence by sentence</li></ul> <b><u>Make simple additions, revisions and corrections to their own writing by:</u></b> <ul style="list-style-type: none"><li>● beginning to evaluate their writing with the teacher and other pupils</li><li>● with adult prompt, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li><li>● beginning to read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul> | <b><u>Develop positive attitudes towards and stamina for writing by:</u></b> <ul style="list-style-type: none"><li>● Writing narratives about personal experiences and those of others (real and fictional)</li><li>● writing about real events</li><li>● writing poetry</li><li>● writing for different purposes</li></ul> <b><u>consider what they are going to write before beginning by:</u></b> <ul style="list-style-type: none"><li>● Planning or saying out loud what they are going to write about</li><li>● writing down ideas and/or key words, including new vocabulary</li><li>● encapsulating what they want to say, 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| Maths | <p><b>General Notes:</b></p> <ul style="list-style-type: none"> <li>The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].</li> <li>At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.</li> <li>Subitising and oral and object counting are fundamental principles that underpin effective mathematics. Children need regular carefully planned activities that enable them to develop the skills to carry these out successfully, as well as provision/activities that allow them to do this independently.</li> <li>Subitising is the ability to say how many without counting each object – this skill comes with practice and exposure to repeated opportunities to acquire and apply this skill</li> <li>One to one correspondence is a non-negotiable for the end of Autumn Term 1 – being able to reliably count objects and organise them in a way that ensures reliable and accurate counting is vital</li> <li>When introduced to a new concept, all children will have the opportunity to build competency by engaging in concrete (enactive), Pictorial (iconic) and abstract (symbolic) activities to ensure a firm grasp of the key concepts of mathematics and then be able to make progress</li> </ul> <p><b>Key language for teachers:</b></p> <p>Cardinal. Classification, conservation, numeral, original, partition, subitise, number, quantity</p> |   |
|       | <p><b>The importance of counting:</b></p> <ul style="list-style-type: none"> <li>Counting is a child’s first experience of number and mathematics</li> <li>Learning to count supports understanding of the number system</li> <li>Counting is one tool for building up calculation strategies</li> <li>Counting backwards is no more difficult than counting forwards</li> <li>Counting must take place every day as part of the maths provision within schools</li> </ul> <p><b>The importance of subitising:</b></p> <ul style="list-style-type: none"> <li>This is the process whereby we recognise the size of a set at a glance, without ‘counting all’. It is seeing its cardinality, from the pattern or structure without having to count the number of objects. For example, recognising within a large number of dots that this larger number is made up of five dots in a group, six dots in a group and three dots in a group. Subitising is an essential skill to acquire and to exercise regularly as it supports children in becoming more efficient mathematicians and in making progress, particularly in calculation.</li> </ul> <p><b>Therefore:</b></p> <ul style="list-style-type: none"> <li>Every day children will spend 5-10 minutes doing whole class daily counting and/or subitising activities (counting linked to the different 5 counting principles as outlined in our counting and calculation policy)</li> <li>This is vital for recall, retrieval and fluency in counting and seeing the cardinality of amounts which underpins all mathematics</li> </ul>  |   |
|       | Number and Place Value   | <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>The importance of early number and early understanding of this aspect mathematics cannot be underestimated. A firm grasp of number and place value is essential for children to not only make progress but to succeed as mathematicians with us at MSA, in their education beyond MSA and throughout their life. Focusing time on securing this knowledge, skills and understanding is vital and our duty, in order to secure progress for our children.</li> <li>Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.</li> <li>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</li> <li>They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.</li> <li>Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.</li> <li>As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.</li> <li>Pupils should partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</li> </ul>  |
|       | Calculation  | <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Children need to be free to choose how they will represent their mathematical thinking in a way that best fits the purpose, the particular mathematical context or calculation they are exploring, or the problem they wish to solve. In children’s own mathematical representations, the emphasis is on <i>processes of mathematical thinking</i> (creative thinking, reasoning, meanings, understanding, problem solving, negotiation and co-construction of understanding) rather than <i>products</i> (recording something done practically).</li> <li><i>Recording</i> what they did following a practical activity has limited value if the only purpose is to demonstrate to an adult if they can find the answer. <i>Recording</i> places the emphasis on marks and drawings as a <i>product</i> and is a lower level of cognitive demand (thinking) in mathematics. Opportunities to represent their mathematical thinking creates dialogue and discussion allowing more effective assessment of the children’s abilities in maths. The difference between <i>representing</i> mathematical thinking and <i>recording</i> it is one of quality and depth of thinking.</li> <li>Pupils extend their understanding of the language of addition and subtraction to include sum and difference.</li> <li>Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using <math>3 + 7 = 10</math>; <math>10 - 7 = 3</math> and <math>7 = 10 - 3</math> to calculate <math>30 + 70 = 100</math>; <math>100 - 70 = 30</math> and <math>70 = 100 - 30</math>. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, <math>5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5</math>). This establishes commutativity and associativity of addition.</li> <li>Pupils use a variety of language to describe multiplication and division.</li> <li>Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.</li> <li>Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, <math>40 \div 2 = 20</math>, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, <math>4 \times 5 = 20</math> and <math>20 \div 5 = 4</math>).</li> </ul> |

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|  | Fractions   | <b>Notes:</b> <ul style="list-style-type: none"><li>Pupils use fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet <math>\frac{3}{4}</math> as the first example of a non-unit fraction.</li><li>Pupils should count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example, <math>1\frac{1}{4}</math> , <math>1\frac{2}{4}</math> (or <math>1\frac{1}{2}</math> ), <math>1\frac{3}{4}</math> , 2. This reinforces the concept of fractions as numbers and that they can add up to more than one.</li></ul>  |  |  |  |   |   |
|  | Measurement | <b>Notes:</b> <ul style="list-style-type: none"><li>Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.</li><li>Comparing measures includes simple multiples such as ‘half as high’; ‘twice as wide’.</li><li>They become fluent in telling the time on analogue clocks and recording it.</li><li>Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</li></ul>   |  |  |  |   |   |
|  | Geometry    | <b>Notes</b> <ul style="list-style-type: none"><li>Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.</li><li>Pupils should work with patterns of shapes, including those in different orientations.</li><li>Pupils use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</li></ul> |  |  |  |   |   |
|  | Statistics  | <b>Notes:</b> <ul style="list-style-type: none"><li>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</li></ul>  |  |  |  |   |   |
|  |             | <b>Number: Place value</b><br><b>Number: Addition and Subtraction</b>   | <b>Number: Addition and Subtraction - continued</b><br><b>Geometry: Shape</b>  | <b>Measurement: Money</b><br><b>Number: Multiplication and Division</b>  | <b>Number: Multiplication and Division - continued</b><br><b>Measurement: Length and Height</b><br><b>Measurement: Mass, capacity and temperature</b>  | <b>Number: Fractions</b><br><b>Measurement: Time</b>  | <b>Statistics</b><br><b>Geometry: Position and Direction</b>  |
|  |             | <b>Block 1: Place Value (4 weeks)</b><br>1. Numbers to 20<br>2. Count objects to 100 by making 10s<br>3. Recognise tens and ones<br>4. Use a place value chart<br>5. Partition numbers to 100<br>6. Write numbers to 100 in words<br>7. Flexibly partition numbers to 100<br>8. Write numbers to 100 in expanded form<br>9. 10s on the number line to 100<br>10. 10s and 1s on the number line to 100<br>11. Estimate numbers on a number line<br>12. Compare objects<br>13. Compare numbers<br>14. Order objects and numbers<br>15. Count in 2s, 5s and 10s<br>16. Count in 3s<br><b>Block 2: Addition and Subtraction (within 10) (2 weeks)</b><br>1. Bonds to 10<br>2. Fact families – addition and subtraction within 20<br>3. Related facts<br>4. Bonds to 100 (tens)<br>5. Add and subtract 1s<br>6. Add by making 10<br>7. Add three 1 digit numbers   | <b>Block 2: Addition and Subtraction continued (3 weeks + 1 week if required)</b><br>8. Add to the next 10<br>9. Add across a 10<br>10. Subtract across 10<br>11. Subtract from a 10<br>12. Subtract a 1-digit number from a 2-digit number (across a 10)<br>13. 10 more, 10 less<br>14. Add and subtract 10s<br>15. Add two-digit numbers (not across a 10)<br>16. Add two 2-digit numbers (across a 10)<br>17. Subtract two 2-digit numbers (not across a 10)<br>18. Subtract two 2-digit numbers (across a 10)<br>19. Mixed addition and subtraction<br>20. Comapre number sentences<br>21. Missing number problems<br><b>Block 3: Shape (3 weeks)</b><br>1. Recognise 2D and 3D shapes<br>2. Count sides on 2D shapes<br>3. Count vertices on 2D shapes<br>4. Draw 2D shapes<br>5. Lines of symmetry on shapes<br>6. Use lines of symmetry to complete shapes<br>7. Sort 2D shapes | <b>Block 1: Measurement: Money (2 weeks)</b><br>1. Count money – pence<br>2. Count money – pounds (notes and coins)<br>3. Count money – pounds and pence<br>4. Choose notes and coins<br>5. Make the same amount<br>6. Compare amounts of money<br>7. Calculate with money<br>8. Make a pound<br>9. Find change<br>10. Two-step problems<br><b>Block 2: Multiplication and Division (3 weeks)</b><br>1. Recognise equal groups<br>2. Make equal groups<br>3. Add equal groups<br>4. Introduce the multiplication symbol<br>5. Multiplication sentences<br>6. Use arrays<br>7. Make equal groups – grouping<br>8. Make equal groups – sharing<br>9. The 2 times-table<br>10.Divide by 2<br>11.Doubling and halving<br>12.Odd and even numbers | <b>Block 2: Multiplication and Division continued (1 week)</b><br>13.The 10 times-table<br>14.Divide by 10<br>15.The 5 times-table<br>16.Divide by 5<br>17.The 5 and 10 times-tables<br><br><b>Block 3: Length and Height (2 weeks)</b><br>1. Measure in centimetres<br>2. measure in metres<br>3. Compare lengths and heights<br>4. Order lengths and heights<br>5. Four operations with lengths and heights<br><br><b>Block 4: Mass, capacity and temperature (3 weeks)</b><br>1. Compare mass<br>2. Measure in grams<br>3. Measure in kilograms<br>4. Four operations with mass<br>5. Compare volume and capacity<br>6. Measure in millilitres<br>7. Measure in litres<br>8. Four operations with volume and capacity<br>9. Temperature | <b>Block 1: Fractions (3 weeks)</b><br>1. Introduction to parts and whole<br>2. Equal and unequal parts<br>3. Recognise a half<br>4. Find a half<br>5. Recognise a quarter<br>6. Find a quarter<br>7. Recognise a third<br>8. Find a third<br>9. Find the whole<br>10.Unit fractions<br>11.Non-unit fractions<br>12.Recognise the equivalence of a half and two-quarters<br>13.Recognise three-quarters<br>14.Count in fractions up to a whole<br><br><b>Block 2: Time (3 weeks)</b><br>1. O’clock and half past<br>2. Quarter past and quarter to<br>3. Tell the time past the hour<br>4. Tell the time to the hour<br>5. Tell the time to 5 minutes<br>6. Minutes in an hour<br>7. Hours in a day | <b>Block 3: Statistics (2 weeks)</b><br>1. Make tally charts<br>2. Tables<br>3. Block diagrams<br>4. Draw pictograms (1-1)<br>5. Interpret pictograms (1-1)<br>6. Draw pictograms (2, 5 and 10)<br>7. Interpret pictograms (2, 5, and 10)<br><br><b>Block 4: Position and Direction (2 weeks)</b><br>1. <b>Language of position</b><br>2. <b>Describe movement</b><br>3. <b>Describe turns</b><br>4. <b>Describe movement and turns</b><br>5. <b>Shape patterns with turns</b><br><br><b>Block 6: 2 weeks available for consolidation</b> |



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|         |   |   | 8. Count faces on 3D shapes<br>9. Count edges on 3D shapes<br>10. Count vertices on 3D shapes<br>11. Sort 3D shapes<br>12. Make patterns with 2D and 3D shapes  |   |  |  |  |
| Science | <p>Notes: The Nation Curriculum for Science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> <li>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</li> <li>‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</li> <li>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</li> </ul> <p>There are three key areas that we focus on in science: scientific knowledge and conceptual understanding; The nature, processes and methods of science; Spoken language</p> |   |   |   |  |  |  |
|         | Overarching aims/Objectives   | <b>Use of everyday materials</b><br>identify and compare the suitability of a variety of everyday materials, for particular uses<br>find out how the shapes of solid objects made from some materials can be changed  | <b>Animals, including humans</b><br>notice that animals, including humans, have offspring which grow into adults<br><br>basic needs of animals, including humans, for survival describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene   | <b>Animals, including humans – continued</b><br><br>basic needs of animals, including humans, for survival describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene   | <b>Plants</b><br>observe and describe how seeds and bulbs grow into mature plants<br>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  | <b>Living things and their habitats</b><br>explore and compare the differences between things that are living, dead, and things that have never been alive<br>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 | <b>Living things and their habitats – cont’d</b><br>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<br>identify and name a variety of plants and animals in their habitats, including microhabitats |
|         | <p><u>Notes:</u></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>   |   |   |   |  |  |  |
|         | Working Scientifically Opportunities  | <ul style="list-style-type: none"> <li>Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)</li> <li>Observing closely, identifying and classifying the uses of different materials, and recording their observations.</li> </ul> | <ul style="list-style-type: none"> <li>Observing, through video or first-hand observation and measurement, how different animals, including humans, grow</li> <li>Asking questions about what things animals need for survival and what humans need to stay healthy</li> <li>Suggesting ways to find answers to their questions.</li> </ul> | <ul style="list-style-type: none"> <li>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth</li> <li>Setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul> | <ul style="list-style-type: none"> <li>Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. Describe how they decided where to place things</li> <li>Construct a simple food chain that includes humans (e.g., grass, cow, human).</li> <li>Describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes)</li> <li>Find out how the conditions affect the number and type(s) of plants and animals that live there.</li> </ul> |  |  |

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| <p>Notes:</p> <ul style="list-style-type: none"><li>• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• 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.</li><li>• 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.</li><li>• In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</li></ul> <p>This is achieved through a focus on four key aspects:</p> <p><b>Changes within living memory,</b></p> <p><b>Events beyond living memory,</b></p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b>Significant historical events, people and places in their own locality.</b></p> |   |  |   |   |  |  |
| <p><b>Key Historical Concepts</b></p> <ul style="list-style-type: none"><li>• Change</li><li>• Cause and Effect</li><li>• Significance</li><li>• Sources of Evidence</li></ul> <p>Empathetic Understanding</p>  |   |  |   | <p><b>Key skills:</b></p> <ul style="list-style-type: none"><li>• Chronology</li><li>• Range and Depth of Historical Knowledge</li><li>• Historical Enquiry and Interpretation</li><li>• Communication and vocabulary</li></ul> |  |  |
| <p>Aims:</p> <ul style="list-style-type: none"><li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li><li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structured accounts, including written narratives</li><li>• Begin to understand the methods of historical enquiry and different types of historical evidence (first hand, second hand and begin to know why contrasting arguments and interpretations of the past have been constructed</li><li>• Begin to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short- and long-term timescales.</li></ul>  |   |  |   |   |  |  |
| Focus of Study  | <p><b>Events beyond living memory that are significant nationally or globally:</b></p> <p>Great Fire of London</p> <ul style="list-style-type: none"><li>• What was it like to live in London in 1666?</li><li>• Why did the Great Fire of London spread so quickly and cause so much devastation?</li><li>• How did London change as a result of the fire?</li></ul> | <p><b>Similarities and differences between ways of life in the past:</b></p> <p>Medieval</p> <p>Castles and castle life</p> <p><b>Significant historical events, people and places in their own locality:</b></p> <p>Battle of Lincoln – Nicola de la Haye</p> <ul style="list-style-type: none"><li>• What was it like to live in a castle?</li><li>• What defence did the castle have from attack?</li><li>• What happened at The Battle of Lincoln?</li><li>• How have castles changed over time?</li></ul> |   |   | <p><b>Significant Individuals from the past:</b></p> <p>Study of Grace Darling</p> <ul style="list-style-type: none"><li>• Who is Grace Darling and when did she live?</li><li>• What happened on 7<sup>th</sup> September 1838?</li><li>• How is Grace Darling remembered for her act of bravery?</li></ul> | <p><b>Significant Individuals from the past:</b></p> <p>Study of Captain Cook</p> <p>Compare to Christopher Columbus</p> |
|   | History in Action   | <p>Adding to chronology history timeline - adding to those learned in Year 1</p>   | <p>Chronology – timeline (add to history timeline)</p> <p><b>Events beyond living memory that are significant nationally or globally:</b></p> <p>Remembrance Day – one week focus</p> |   |  | <p>Chronology – timeline (add to history timeline)</p>   |

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| <p>Notes:</p> <ul style="list-style-type: none"> <li>● Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.</li> <li>● Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</li> <li>● As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>● Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</li> <li>● In KS 1 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.</li> </ul> <p>Children will grasp:</p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Name and locate the world's seven continents and five oceans</li> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul> |   |  |   |   |  |   |
| <p>Aims:</p> <ul style="list-style-type: none"> <li>● Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul> <p>Are competent in the geographical skills needed to:</p> <ul style="list-style-type: none"> <li>● collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>● interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>● communicate geographical information in a variety of ways, including through maps</li> </ul>  |   |  |   |   |  |   |
| Focus of Study  | <p><b>Locational Knowledge:</b><br/>Name the 4 countries and identify on a map<br/>Name and locate the capital cities</p> | <p><b>Human and Physical Geography &amp; Geographical skills and field work:</b><br/>Devise a simple map; and use and construct basic symbols in a key. Plot features onto a map, using symbols and a key.</p> | <p><b>Human and Physical Geography:</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br/>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Locational Knowledge:</b><br/>Name and locate the 7 continents and 5 oceans on a world map.</p> <p><b>Geographical skills and field work:</b><br/>Locate countries on a world map/globe</p> | <p><b>Human and Physical Geography</b><br/>Link to Eco week – <b>pollution</b> (in our seas) – how we can make improvements, raise awareness.</p> | <p><b>Locational Knowledge:</b><br/>Name and locate the 7 continents and 5 oceans on a world map.</p> <p><b>Geographical skills and field work:</b><br/>Locate countries on a world map/globe</p> <p><b>Human and Physical Geography – coasts; features of coasts</b></p> <p><b>Human and physical geography</b><br/>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p><b>Locational Knowledge:</b><br/>Find and locate countries on a world map<br/>Use simple compass directions (North, south, east and west)<br/>Plot a route on a world map.<br/>Use knowledge of continents to help</p> |
| Geography in Action   | (revisit of Yr 1 Geography - as part of History - Great Fire Of London – capital cities)                                  | During walk to Lincoln Castle, observe features which are passed on the route and then create a map  | In depth study of Sisimiut, Greenland - discuss similarities and differences (link to work from Y1 on contrasting homes within Lincoln)   |   | <p>Link to Y1 learning about UK as an island surrounded by water.</p> <p><b>Eco impact:</b> Make links to physical changing nature of the ice shelf. Use maps to look at the ice shelf and how it has changed over time and the impact that this has had on wildlife.</p> <p><b>Debate</b></p>   | Link to History - Captain Cook and other explorers  |

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|  | <p>Notes:</p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>● develop competence to excel in a broad range of physical activities</li><li>● are physically active for sustained periods of time</li><li>● engage in competitive sports and activities</li><li>● lead healthy, active lives.</li></ul> <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 patterns.</li></ul>  |  |   |  |   |   |  |
|  | PE In Action   | <p><b>Dance (unit 1) (class Teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Describe and explain how performers can transition and link shapes and balances</li><li>● Perform basic actions with control and consistency at different speeds and on different levels</li><li>● Challenge themselves to move imaginatively responding to music</li><li>● Work as part of a group to create and perform short movement sequences to music</li></ul> <p><b>Hit Catch and Run (Unit 1) (Class Teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● To developing hitting skills with a variety of bats</li><li>● Practice feeding/bowling skills</li><li>● Hit and run to score points in games</li></ul> | <p><b>Gymnastics (Trinity Coach)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Describe and explain how performers can transition and link gymnastic elements</li><li>● Perform with control and consistency basic actions at different speeds and on different levels</li><li>● Challenge themselves to develop strength and flexibility</li></ul> <p><b>Dance (Unit 2) (Class Teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Perform using more sophisticated formations as well as an individual</li><li>● Explore relationships through different dance formations</li><li>● Explain the importance of emotion and feeling in dance</li><li>● Use the stimuli to copy, repeat and create dance actions and motifs</li></ul> | <p><b>Archery (trinity Coach)</b></p> <p><b>Focus:</b></p> <p><b>Hit, catch and run (Unit 2) (Class Teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Have developed hitting skills with a variety of bats</li><li>● Practised feeding/bowling skills</li><li>● Can hit and run to score points in games</li></ul> | <p><b>Swimming (External teaching)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li></ul> <p><b>Attack, defend, shoot (Unit 1) (Class Teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Can send a ball using feet and can receive a ball using feet.</li><li>● Refine ways to control bodies and a range of equipment.</li><li>● Recall and link combinations of skills, e.g. dribbling and passing</li></ul> | <p><b>Attack, defend, shoot (Unit 2) (Class teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>●To select and apply a small range of simple tactics</li><li>●Recognise good quality in self and others</li><li>●To work with others to build basic attacking play</li></ul> <p><b>Run, jump, throw (Unit 1) (Class teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Children have attempted to link running and jumping, and have practised some simple throwing techniques</li><li>● Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises</li><li>● Children have worked on cooperative activities in run, jump and throwing games</li></ul> | <p><b>Athletics/team games (Trinity Coach)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Working competitively as an individual and as a team.</li><li>● Co-ordination.</li><li>● Mastering basic movements.</li><li>● Throwing, catching, running, hitting.</li></ul> <p><b>Run, jump, throw (Unit 2) (Class teacher)</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>● Improve running and jumping movements, work for sustained periods of time</li><li>● Reflect on activities and make connections between a healthy active lifestyle</li><li>● Experience and improve on jumping for distance and height</li></ul> |
| RE<br>Discovery re & Lincs agreed syllabus | <p><b>Notes:</b> RE should:</p> <ul style="list-style-type: none"><li>● develop pupils’ knowledge and understanding of Christianity as well as other principal religions and world views</li><li>● focus on concepts as well as content, within the context of enquiry-based learning</li><li>● explore authentic religious material, e.g. sacred texts</li><li>● reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain</li><li>● engage and challenge pupils</li><li>● reflect pupils’ own experiences and provide a safe space for discussion</li><li>● present religious belief as a real, lived phenomenon, not something exotic or belonging to the past</li><li>● take into account the increase in the number of people with non-religious beliefs and identities</li><li>● provide opportunities for personal reflection and spiritual development</li><li>● help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others</li></ul> <p>Skills in RE:</p> <ol style="list-style-type: none"><li>1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.</li><li>2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.</li><li>3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.</li><li>4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.</li><li>5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</li></ol> <p>Evaluation: enquiring into religious issues and drawing conclusions with reference to experience. reason. evidence and dialogue.</p> |  |   |  |   |   |  |



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|                  | RE in Action  | <b>Theme:</b> What did Jesus teach?<br><b>Concept:</b><br><b>Key Question:</b> Is it possible to be kind to everyone all of the time?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Christianity  | <b>Theme:</b> Christmas - Jesus as gift from God<br><b>Concept:</b> Incarnation<br><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Christianity  | <b>Lincolnshire Agreed Syllabus</b><br><b>Additional Unit:</b><br>Theme: Thankfulness<br><b>Concept:</b> Gratitude<br><b>Key question:</b><br>How do we show thankfulness and gratitude? Why is it important?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b><br>Christianity/Islam/Judaism<br><br><b>Theme:</b> Prayer at home<br><b>Concept:</b><br><b>Key Question:</b><br>Does praying at regular intervals help a Muslim in his/her everyday life?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Islam   | <b>Theme:</b> Easter<br><b>Concept:</b> - Resurrection<br><b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Christianity  | <b>Theme:</b> Community and Belonging<br><b>Concept:</b><br><b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Islam   | <b>Theme:</b> Hajj<br><b>Concept:</b><br><b>Key Question:</b> Does completing Hajj make a person a better Muslim?<br>AT1<br>AT2<br><b>Learning Objective:</b><br><br><b>Religion:</b> Islam  |
| PSHE<br>(Jigsaw) | Notes:<br>Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.<br>Core theme 1: health and wellbeing<br>Core theme 2: relationships<br>Core theme 3: living in the wider world |   |  |   |  |  |  |
|                  | PSHE in Action  | Being Me in my World: <ul style="list-style-type: none"> <li>To identify some of my hopes and fears for this year</li> <li>To know how to use my Jigsaw Journal</li> <li>To recognise when I feel worried and know who to ask for help</li> <li>To understand the rights and responsibilities of being a member of my class and school</li> <li>To know how to help myself and others feel like we belong</li> <li>To listen to other people and contribute my own ideas about rewards and consequences</li> <li>To help make my class a safe and fair place</li> <li>To understand how following the Learning Charter will help me and others learn</li> <li>To work cooperatively</li> <li>To recognise the choices I make and understand the consequences</li> <li>To follow the Learning Charter</li> </ul> | Celebrating Differences: <ul style="list-style-type: none"> <li>To start to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>To understand some ways in which boys and girls are similar and feel good about this</li> <li>To understand some ways in which boys and girls are different and accept that this is OK</li> <li>To understand that bullying is sometimes about difference</li> <li>To be able to tell you how someone who is bullied feels</li> <li>To be able to be kind to children who are bullied</li> <li>To recognise what is right and wrong and know how to look after myself</li> <li>To know when and how to stand up for myself and others if I am being bullied</li> <li>To understand that it is OK to be different from other people and to be friends with them</li> <li>To understand that we shouldn't judge people if they are different from us</li> <li>To know how it feels to be a friend and have a friend</li> <li>To tell you some ways I am different from my friends</li> <li>To understand these differences make us all special and unique</li> </ul> | Dreams and Goals: <ul style="list-style-type: none"> <li>To choose a realistic goal and think about how to achieve it</li> <li>To tell you things I have achieved and say how that makes me feel</li> <li>To persevere even when I find tasks difficult</li> <li>To tell you some of my strengths as a learner</li> <li>To recognise who it is easy for me to work with and who it is more difficult for me to work with</li> <li>To understand how working with other people can help me to learn</li> <li>To work cooperatively in a group to create an end product</li> <li>To explain some of the ways I worked cooperatively in my group to create the end product</li> <li>To work with other people to solve problems</li> <li>To express how it felt to be working as part of this group</li> <li>To know how to share success with other people</li> <li>To know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)</li> </ul> | Healthy Me: <ul style="list-style-type: none"> <li>To know what I need to keep my body healthy</li> <li>To be motivated to make healthy lifestyle choices</li> <li>To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</li> <li>To tell you when a feeling is weak and when a feeling is strong</li> <li>To understand how medicines work in my body and how important it is to use them safely</li> <li>To feel positive about caring for my body and keeping it healthy</li> <li>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> <li>To have a healthy relationship with food and know which foods I enjoy the most</li> <li>To make some healthy snacks and explain why they are good for my body</li> <li>To express how it feels to share healthy food with my friends</li> <li>To decide which foods to eat to give my body energy</li> <li>To have a healthy relationship with food and know which foods are most nutritious for my body</li> </ul> | Relationships: <ul style="list-style-type: none"> <li>identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>To accept that everyone's family is different and understand that most people value their family</li> <li>To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>To know which types of physical contact I like and don't like and be able to talk about this</li> <li>To identify some of the things that cause conflict with my friends</li> <li>To demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> <li>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</li> <li>To recognise and appreciate people who can help me in my family, my school and my community</li> <li>To understand how it feels to trust someone</li> <li>To express my appreciation for the people in my special relationships</li> <li>To be comfortable accepting appreciation from others</li> </ul> | Changing Me: <ul style="list-style-type: none"> <li>To recognise cycles of life in nature</li> <li>To understand there are some changes that are outside my control and to recognise how I feel about this</li> <li>To tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>To identify people I respect who are older than me</li> <li>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>To feel proud about becoming more independent</li> <li>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</li> <li>To tell you what I like/don't like about being a boy/girl</li> <li>To understand there are different types of touch and tell you which ones I like and don't like</li> <li>To be confident to say what I like and don't like and ask for help</li> <li>To identify what I am looking forward to when I move to my next class</li> <li>To start thinking about changes I will make in my next year at school and know how to go about this</li> </ul> |

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| Art | <p>Notes:</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.</p> <p>They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>● produce creative work, exploring their ideas and recording their experiences</li><li>● become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>● evaluate and analyse creative works using the language of art, craft and design</li><li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> <p>Pupils in KS1 should be taught:</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></ul> <p>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.</p> |  |  |   |  |   |   |
|     | Art in Action  | <p><b>Drawing</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil and charcoal (apply mark making techniques from year 1 – hatching, cross hatching, stippling etc.)</li><li>● Draw lines/marks from observations.</li><li>● Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li><li>● Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li></ul> <p><b>Application:</b></p> <p>Line and shade</p> <p>Understand pencil grading</p> <p>Pastels – blending</p> <p><b>Artist Focus:</b></p> <p>Jan Griffier the Elder – Great Fire of London</p> | <p><b>Sculpture/3D</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Use equipment and media with increasing confidence.</li><li>● Explore the use of natural materials as a media for art in terms of pattern and texture – e.g. environmental sculpture (using stones, leaves, feathers, sticks, grasses, shells) or food art</li></ul> <p><b>Application:</b></p> <p>Environmental sculpture</p> <p>Feature Sculpture</p> <p><b>Artist Focus:</b></p> <p>Andy Goldsworthy</p> <p><b>Drawing</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil and charcoal (apply mark making techniques from year 1 – hatching, cross hatching, stippling etc.)</li><li>● Draw lines/marks from observations.</li><li>● Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li><li>● Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li></ul> <p><b>Application:</b></p> <p>Pastels – intensifying colours, blending.</p> <p><b>Artist Focus:</b></p> <p>Georgia O’Keefe – Poppies</p> | <p><b>Sculpture/3D</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Use equipment and media with increasing confidence.</li><li>● Use malleable material (clay) to create an imaginary or realistic form – (clay head/portrait)</li></ul> <p><b>Application:</b></p> <p>External Activity - Usher gallery trip – clay heads</p> <p><b>Painting</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li><li>● Build confidence in mixing colour shades and tones.</li><li>● Understand the colour wheel and colour spectrums including warm and cool colours.</li><li>● Be able to mix all the secondary colours using primary colours confidently.</li><li>● Understand the tertiary colours and experiment by mixing them.</li><li>● Continue to control the types of marks made with the range of media.</li><li>● Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li></ul> <p><b>Application:</b></p> <p>Tints, tones and shades.</p> <p>Warm, cool colours. Mixing secondary and tertiary colours.</p> <p><b>Artist Focus:</b></p> <p>Edvard Munch</p> <p>Linda Lang</p> | <p><b>Drawing</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil and charcoal (apply mark making techniques from year 1 – hatching, cross hatching, stippling etc.)</li><li>● Draw lines/marks from observations.</li><li>● Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li><li>● Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li></ul> <p><b>Application:</b></p> <p>Observational drawings</p> <p><b>Painting</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture – e.g. using sawdust or sand.</li><li>● Continue to control the types of marks made with the range of media.</li><li>● Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li></ul> <p><b>Application:</b></p> <p>Acrylic</p> <p><b>Artist Focus:</b></p> <p>Van Gogh Sunflowers</p> | <p><b>Sculpture</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Use equipment and media with increasing confidence.</li><li>● Use malleable material (clay), to create an imaginary or realistic form (hermit crab)</li></ul> <p><b>Application:</b></p> <p>Clay sea creature</p> <p><b>Painting</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture – e.g. using sawdust or sand.</li><li>● Understand how to make tints using white and tones by adding black to make darker and lighter shades.</li><li>● Build confidence in mixing colour shades and tones.</li><li>● Understand the colour wheel and colour spectrums.</li><li>● Be able to mix all the secondary colours using primary colours confidently.</li><li>● Understand the tertiary colours and experiment by mixing them.</li><li>● Continue to control the types of marks made with the range of media.</li><li>● Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</li></ul> <p><b>Application:</b></p> <p>Use watercolour paints to explore intensity of colours and marks using the medium.</p> <p><b>Artist Focus:</b></p> <p>Hokusai’s – The Great Wave</p> | <p><b>Printing</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Demonstrate experience at impressed printing: from objects.</li><li>● Use equipment and media correctly and be able to produce a clean printed image.</li><li>● Make simple marks on clay or polystyrene tiles</li><li>● Take simple prints i.e. mono - printing (using polystyrene tiles).</li><li>● Understand and produce pattern through prints</li></ul> <p><b>Application:</b></p> <p>Mono printing</p> <p>Marbling ink print</p> <p>Relief printing into clay.</p> <p>Repeating pattern – polystyrene prints</p> <p><b>Artist Focus:</b></p> <p>William Morris – Victorian artist/illustrator</p> <p><b>Sculpture</b></p> <p><b>Key Skills/Concepts:</b></p> <ul style="list-style-type: none"><li>● Use equipment and media with increasing confidence.</li><li>● Use clay, poproc (previously known as Modroc) or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure (foil), structure etc...</li><li>● Explore the use of natural materials as a media for art in terms of pattern and texture – e.g. environmental sculpture</li><li>● (using stones, leaves, feathers, sticks, grasses, shells) or food art</li></ul> <p><b>Application:</b></p> <p>Explore the qualities of Modroc/Poproc</p> |

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| Design and Technology | <p>Notes:</p> <ul style="list-style-type: none"> <li>The national curriculum states the aim of Design and Technology is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.</li> </ul> <p><b>Design</b><br/>Design purposeful, functional, appealing products for themselves and other users based on design criteria<br/>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b><br/>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br/>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b><br/>Explore and evaluate a range of existing products<br/>Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b><br/>Build structures, exploring how they can be made stronger, stiffer and more stable<br/>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <ul style="list-style-type: none"> <li>When designing children will follow six design essentials:</li> </ul> <p>User: Pupils should have a clear idea of who they are designing and making products for, considering their wants, needs, values, interests and preferences. The intended user could be themselves, or others, an imaginary or story-based character, a consumer or a specific target group</p> <p>Purpose: Pupils should be able to clearly communicate the purpose of their products they are designing and making. Each product should be designed to perform one or more defined tasks.</p> <p>Functionality: Pupils should design and make products that work effectively in order to fulfil users’ needs, wants and purposes.</p> <p>Design Decisions: Pupils need opportunities to make their own design decisions. Through making design decisions pupils decide on the form their product will take, how their product will work, what task it will perform and who the product will be for. This demonstrates their creative, technical and practical expertise.</p> <p>Innovation: When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed. It helps to have open-ended starting points.</p> <p>Authenticity: Pupils should design and make products that are believable, real and meaningful to themselves and others.</p> |   |  |  |   |   |
|                       | DT in Action   | <p><b>Area of Focus:</b><br/>Food and nutrition</p> <p><b>Application:</b><br/>Preparing fruit and vegetables</p> | <p><b>Area of Focus:</b><br/>Mechanisms or Structures</p> <p><b>Application:</b><br/>Freestanding structures</p> |  | <p><b>Area of Focus:</b><br/>Textiles</p> <p><b>Application:</b><br/>Templates and joining techniques</p>             |   |
| Music – (Charanga)    | <p>Notes:</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p>In KS1 children should be taught to:</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 untuned 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>   |   |  |  |   |   |
|                       | Music in Action  | <p>‘Ourselves’ Exploring Sounds<br/>** Link – English **</p> <p>‘Our Bodies’<br/>Beat<br/>** Link – Maths **</p>  | <p>Our Land’<br/>Exploring sounds<br/>** Link – Geography **</p> <p>Toys’<br/>Beat<br/>** Link – PSHE **</p>     | <p>‘Animals’<br/>Pitch<br/>** Link – PE **</p> <p>‘Number’<br/>Beat<br/>** Link – Maths **</p> | <p>‘Story time’<br/>Exploring sounds<br/>** Link – English **</p> <p>‘Seasons’<br/>Pitch<br/>** Link – Science **</p> | <p>‘Weather’<br/>Exploring sounds<br/>** Link – Geography **</p> <p>‘Pattern’<br/>Beat<br/>** Link – Maths **</p> |
|                       |  |   |  |  |   | <p>Water’<br/>Pitch<br/>** Link – Science **</p> <p>‘Travel’<br/>Performance<br/>** Link – English **</p>         |

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| <p>Notes:</p> <p>Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> </ul> <p>are responsible, competent, confident and creative users of information and communication technology.</p> |                               |  |   |   |                               |  |
| Computing<br>(Teach<br>Computing)  | E safety using Project Evolve | E safety unit using Project Evolve taught at the beginning of every unit<br><br>Digital Photography - Unit 2.2 | E safety unit using Project Evolve taught at the beginning of every unit<br><br>Robot algorithms - Unit 2.3 | E safety unit using Project Evolve taught at the beginning of every unit<br><br>Programming quizzes- Unit 2.6 | E safety using Project Evolve |  |