



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Engaging activities and visits	Superhero dress up day	Traction Man assault course Christmas Production	Spaceship crash	Making Maps of the Local Area	Trip to Wat Tyler Cottages	Dinosaur Day	
Texts studied	<i>Supertato</i> by Sue Hendra and Paul Linnet <i>Naughty Bus</i> by Jan and Jerry Oke	<i>Traction Man</i> by Mini Grey	<i>Beegu</i> by Alexis Deacon	<i>Little Red</i> by Lynn Roberts	<i>The Extraordinary Gardener</i> by Sam Boughton	<i>The Girl and the Dinosaur</i> by Hollie Hughes	
Text types taught in writing	Wk 1	4 days Supertato <i>Sentence writing</i>	4 days Four part solving a problem story <i>Retell a familiar story</i>	2 days Recount <i>Spaceship crash</i>	Simple traditional fairy tales <i>Children to write own story</i>	Instructions <i>How to grow a plant</i>	Voyage and return story <i>Recreate a familiar story</i>
	Wk 2	Supertato <i>Sentence writing</i>	Four part solving a problem story <i>Retell a familiar story</i>	Recount <i>Spaceship crash</i>	Simple traditional fairy tales <i>Children to write own story</i>	Instructions <i>How to grow a plant</i>	Vo Voyage and return story <i>Recreate a familiar story</i>
	Wk 3	Supertato <i>Sentence writing</i>	Four part solving a problem story <i>Retell a familiar story</i>	Non-chronological report <i>Children to describe an alien</i>	Simple traditional fairy tales <i>Children to write own story</i>	Instructions <i>How to grow a plant</i>	Voyage and return story <i>Recreate a familiar story</i>
	Wk 4	Supertato <i>Sentence writing</i>	Four part solving a problem story <i>Retell a familiar story</i>	Non-chronological report <i>Children to describe an alien</i>	Simple traditional fairy tales <i>Children to write own story</i>	4 days Recount <i>Trip to Wat Tyler</i>	Voyage and return story <i>Recreate a familiar story</i>
	Wk 5	Naughty Bus <i>Sentence writing</i>	Four part solving a problem story <i>Retell a familiar story</i>	Non-chronological report <i>Children to describe an alien</i>	4 days Simple traditional fairy tales <i>Children to write own story</i>	Recount <i>Trip to Wat Tyler</i>	Non-chronological report <i>Children to describe a dinosaur</i>
	Wk 6	Naughty Bus <i>Sentence writing</i>	Instructions <i>How to make a puppet</i>	Non-chronological report <i>Children to describe an alien</i>		2 days Recount <i>Trip to Wat Tyler</i>	Non-chronological report <i>Children to describe a dinosaur</i>
	Wk 7	Naughty Bus <i>Sentence writing</i>	Instructions <i>How to make a puppet</i>	Non-chronological report <i>Children to describe an alien</i>			Non-chronological report <i>Children to describe a dinosaur</i>
	Wk 8		3 days Instructions <i>How to make a puppet</i>				2 days Non-chronological report <i>Children to describe a dinosaur</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Wk 1 4 days Review Phase 2	4 days Phase 4 Graphemes short vowels CVCC and CCVC New tricky words said so have like some come love do	2 days Review week	Phase 5 Graphemes lll le al apple metal /sl c ice /vl ve give lu/ o-e o ou some mother young /zl se cheese /sl se ce mouse fence leel ey donkey Tricky words school call different thought through friend work	Review Phase 5 GPCs ay play a-e shake ea each e he	Review Phase 5 GPCs ph phone wh wheel ie shield g giant
	Wk 2 Phase 3 Graphemes ai ee igh oa oo oo ar or New tricky words was you they	Phase 4 Graphemes short vowels CCVCC CCVCV CCVCV longer words compound words New tricky words were here little says there when what one	Phase 4 Graphemes Phase 4: CVCC CCVC CCVCC CCVCV Phase 4 with long vowels Phase 5 Graphemes lail ay play lowl ou cloud lail oy toy leel ea each Tricky words Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Grow the code lool u ew ue u-e ui ou oo fruit soup leel ea e e-e ie ey y ee /sl c se ce ss /zl se s zz loal ow oe ou o-e o oa	Review Phase 5 GPCs ie pie i-e time o go o-e home	Phase 5 Graphemes lail eigh aigh ey ea eight straight grey break /nl kn gn knee gnaw /ml mb thumb learl ere eer here deer Tricky words busy beautiful pretty hour
	Wk 3 Phase 3 Graphemes ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp New tricky words my by all are sure pure	Phase 4 Graphemes root words ending in: -ing, -ed /t/, -ed /l/ /ed/ -est New tricky words out today	Phase 5 Graphemes review longer words Tricky words Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 Graphemes lurl or word lool u owl awful would lairl are share lorl au aur oor al author dinosaur floor walk lchl tch match lchl ture adventure larl al half* larl a father* Tricky words once laugh because eye	Review Phase 5 GPCs ue blue rescue ew chew new u-e rude cute aw claw	Phase 5 Graphemes /zh/ su si treasure vision /jl dge bridge /il y crystal /jl ge large Tricky words move improve parents shoe
	Wk 4 Phase 3 Graphemes longer words	Phase 4 Graphemes long vowel sounds CCVC CCVCV CCV CCVCC New tricky words Review all taught so far Secure spelling	Phase 5 Graphemes lurl ir bird /ligh/ ie pie lool /yoal ue blue rescue lyool u unicorn /loal o go /ligh/ i tiger lail a paper leel e he New tricky words their people oh your Mr Mrs Ms ask	Phase 5 Graphemes lorl a water schwa in longer words: different lo/ a want /lairl ear ere bear there lurl ear learn /rl wr wrist /sl st sc whistle science schwa at the end of words: actor	4 days Review Phase 5 GPCs ea head ir bird ou cloud oy toy	Phase 5 Graphemes /sh/ ti ssi ci potion mission mansion delicious
	Wk 5 Phase 3 Graphemes review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words New tricky words Review all taught so far Secure spelling	Phase 4 Graphemes Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words root words ending in: -ing, -ed /t/, -ed /l/ /ed/, -ed /d/ New tricky words Review all taught so far Secure spelling	Phase 5 Graphemes lail a-e shake /ligh/ i-e time /loal o-e home lool /yoal u-e rude cut /leel e-e these lool /yoal ew chew new /leel ie shield lorl aw claw New tricky words house mouse water want	4 days Phase 5 Graphemes /cl/ ch school /sh/ ch chef /zl/ ze freeze	Review Phase 5 GPCs i tiger a paper ow snow u unicorn	Phase 5 Graphemes lorl augh our oar ore daughter pour oar more review
	Wk 6 Phase 3 Graphemes words with two or more digraphs longer words ending in -ing compound words New tricky words Review all taught so far Secure spelling	Phase 4 Graphemes root words ending in: -er, -est longer words New tricky words Review all taught so far Secure spelling	Grow the code /ligh/ ie i i-e lail ay a a-e loal oa o o-e leel e ie e-e ea lool /yoal ew u-e u ue		2 days Review Phase 5 GPCs ph phone wh wheel ie shield g giant	Phase 5 Graphemes Review
	Wk 7 Phase 3 Graphemes longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end New tricky words Review all taught so far	Phase 3 Graphemes review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear er /z/ s -s -es words with two or more digraphs e g queen thicker Tricky words Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 Graphemes leel y funny /el ea head /wl wh wheel loal oe ou toe shoulder /ligh/ y fly loal ow snow /jl g giant /fl ph phone New tricky words any many again who whole where two			Phase 5 Graphemes Review
	Wk 8		3 days Review week			



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>Planning Use ideas from their reading in their writing Say out loud what they are going to write</p> <p>Composing Use ideas from their reading in their writing</p> <p>Evaluating Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p> <p>Punctuation Use capital letters for people, places, days of the week and 'I'</p>	<p>Planning Use ideas from their reading in their writing Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Plan a 4 sentence story</p> <p>Composing Use ideas from their reading in their writing Write a sequence of sentences</p> <p>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</p> <p>Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C) Improve their writing by using some new vocabulary (from Appendix B – year 1)</p> <p>Evaluating Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p>	<p>Planning Use ideas from their reading in their writing Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check</p> <p>Composing Use the sentence by sentence process of think, say, write, check Use ideas from their reading in their writing Write a sequence of sentences Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</p> <p>Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C) Improve their writing by using some new vocabulary (from Appendix B – year 1)</p> <p>Evaluating Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p> <p>Punctuation Use correct grammatical terminology when discussing their writing Use question marks (EXS KS1, WTS KS2)</p>	<p>Planning Use ideas from their reading in their writing Use the sentence by sentence process of think, say, write, check</p> <p>Composing Use the sentence by sentence process of think, say, write, check Use ideas from their reading in their writing Write a sequence of sentences Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</p> <p>Improve their writing by using some new vocabulary (from Appendix B – year 1)</p> <p>Evaluating Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p> <p>Punctuation Use correct grammatical terminology when discussing their writing Use exclamation marks (contributes to GD KS1)</p>	<p>Planning Use the sentence by sentence process of think, say, write, check</p> <p>Composing Use the sentence by sentence process of think, say, write, check Write a sequence of sentences Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</p> <p>Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C) Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1) Improve their writing by using some new vocabulary (from Appendix B – year 1)</p> <p>Evaluating Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p> <p>Punctuation Use correct grammatical terminology when discussing their writing</p>	<p>Planning Use ideas from their reading in their writing Use the sentence by sentence process of think, say, write, check Plan a simple story (beyond 4 sentences)</p> <p>Composing Use the sentence by sentence process of think, say, write, check Use ideas from their reading in their writing Write a sequence of sentences Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</p> <p>Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1) Improve their writing by using some new vocabulary (from Appendix B – year 1)</p> <p>Evaluating Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)</p> <p>Punctuation Use correct grammatical terminology when discussing their writing Use exclamation marks (contributes to GD KS1)</p>
	Objectives taught throughout the year	<p>Planning and Composing Use ideas from their reading in their writing Use the sentence by sentence process of think, say, write, check Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) Improve their writing style by using some techniques from Appendix A Year 1 Improve their writing by using some new vocabulary from Appendix B – Year 1 Use repetition for effect (appendix A Year 1) Use senses (appendix A Year 1) Use adjectives to create a clearer picture (appendix A Year 1) Write in first and third person (appendix A Year 1) Use exclamation marks to grab the reader's attention (appendix A Year 1) Include feelings and emotions (appendix A Year 1)</p> <p>Punctuation Use full stops and capitals accurately throughout a piece of writing (EXS KS1, WTS KS2) Use capital letters for people, places, days of the week and 'I' Use question marks accurately (EXS KS1, WTS KS2) Use exclamation marks accurately (contributes to GD KS1)</p> <p>Transcription & Spelling Apply spellings and spelling conventions taught in their own work Write simple dictated sentences using spelling knowledge taught so far</p>			<p>Grammar Leave spaces between words (WTS KS1) Join sentences with 'and' (EXS KS1) Use correct grammatical terminology when discussing their writing Join words with 'and' within sentences Recognise and know the purpose of nouns Recognise and know the purpose of verbs Form singular and plural nouns (link with spelling) Change the meaning of words by adding un- (link with spelling) Form new nouns by compounding e.g. whiteboard (link with spelling)</p> <p>Spelling Spell words using the GPCs taught so far (WTS KS1) Spell year 1 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1) Segment words into individual phonemes to aid spelling (WTS KS1)</p> <p>Handwriting and Presentation Sit correctly at a table, holding a pencil comfortably and correctly Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</p>	



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Reading skills taught	<p>All GPCs read without hesitation Sound out and blend eight+ words Read five words automatically A total of at least 13 words must be read correctly Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation Sound out and blend seven+ words Read seven words automatically A total of at least 13 words must be read correctly Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books</p> <p>Children can read books containing the following: Phase 5 set 1 GPCs Phase 4 tricky words Phase 5 Set 1 tricky words</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation Sound out and blend seven+ words Read seven words automatically A total of at least 13 words must be read correctly</p> <p>Children can read books containing the following: Set 1 GPCs Set 2 GPCs Set 1 tricky words Set 2 tricky words</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation Sound out and blend nine+ words Read eight words automatically A total of at least 17 words must be read correctly</p> <p>Children can read books containing the following: Set 3 GPCs Set 3 tricky words</p>	<p>Progress check for the Phonics Screening Check</p> <p>Children can read books containing the following: Set 4 GPCs Set 4 tricky words</p>	<p>All GPCs read without hesitation, including GPCs with more than one pronunciation Sound out and blend seven+ words Read seven words automatically A total of at least 13 words must be read correctly</p> <p>Children can read books containing the following: Set 4 GPCs Set 4 tricky words</p>
	<p>Objectives taught throughout the</p>	<p>Comprehension Check that the text makes sense as they read and re-read if necessary Make simple inferences about characters from what they say and do Predict the next part of a story Recall the main events in a story Discuss the title and talk about the events in a story Identify the main characters and say what they are like Answer questions about the text in discussion with the teacher (WTS KS1)</p>				
Handwriting	<p>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1) The following letter families will be taught: Set 1: c o a d g f s q e Set 2: i l t j u y Set 3: b h k m n p r Set 4: v w x z</p>	<p>Capital Letters E F H I T L A K M N V W X Y Z B D C G O Q S P R U J</p>	<p>Numbers 1 – 10 Practising consistent size and height of small letters Diagonal join to Set 1 letters ed Diagonal join to Set 1 and 2 letters ig</p>	<p>Diagonal join to Set 3 letters ar Diagonal join to Set 4 letters aw Diagonal join to the top Set 1 letters ef Diagonal join to the top of Set 2 letters il</p>	<p>Diagonal join to the top of Set 3 letters ck, tch To form and join from the letter w wa Practising the horizontal join oo</p>	<p>Horizontal join to Set 3 letters or, ore Practising the fourth join to Set 1 letters of Practising the fourth join to Set 2 letters wl</p>



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White Rose units taught	Wk 1 4 days Place value (within 10)	4 days Addition and subtraction (within 10)	2 days Place value (within 20)	Place value (within 50)	Mass and volume	Fractions
	Wk 2 Place value (within 10)	Addition and subtraction (within 10)	Place value (within 20)	Place value (within 50)	Multiplication and division	Position and direction
	Wk 3 Place value (within 10)	Addition and subtraction (within 10)	Place value (within 20)	Length and height	Multiplication and division	Place value (within 100)
	Wk 4 Place value (within 10)	Addition and subtraction (within 10)	Place value (within 20)	Length and height	4 days Multiplication and division	Place value (within 100)
	Wk 5 Place value (within 10)	Shape	Addition and subtraction (within 20)	4 days Mass and volume	Fractions	Money
	Wk 6 Place value (within 10)	Consolidation	Addition and subtraction (within 20)		2 days Fractions	Time
	Wk 7 Addition and subtraction (within 10)	Consolidation	Addition and subtraction (within 20)			Time
	Wk 8	3 days Consolidation				2 days Consolidation
Mental maths skills taught	<p>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system</p> <p>Pupils will: <i>subitise within 5, including when using a rekenrek, and re-cap the composition of 5</i> <i>develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</i> <i>compare numbers within 10 and use precise mathematical language when doing so</i> <i>re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</i> <i>explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</i> <i>explore the structure of the odd numbers as being composed of 2s and 1 more</i> <i>explore the composition of each of the numbers 6, 8, and 10</i> <i>explore number tracks and number lines and identify the differences between them</i></p>		<p>Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols)</p> <p>Pupils will: <i>explore the composition of each of the numbers 7 and 9</i> <i>explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part</i> <i>identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</i> <i>explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes</i> <i>explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</i></p>		<p>Pupils will explore the composition of numbers within 20 and their position in the linear number system They will connect addition and subtraction expressions and equations to 'number stories')</p> <p>Pupils will: <i>explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</i> <i>connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</i> <i>compare numbers within 20</i> <i>understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</i> <i>practise retrieving previously taught facts and reason about these</i></p>	



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<p>Science units and skills</p> <p>Unit skills</p> <p>'Thinking Scientifically' objectives</p>	<p>Seasonal Changes (revisited throughout the year) Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p>Ask questions based on observations Have their questions answered by people around them When questioned/ prompted or with support, verbally make predictions based on observations Observe changes over time With support, use observations to answer questions Record simple data to answer questions</p>	<p>TAPS Assessment – Senses walk Can children use their senses to make observations in their local environment? Can children talk about their observations?</p> <p>With support, use observations to answer questions When questioned / prompted, or with support, make predictions based on observations Record simple data to answer questions</p>	<p>Everyday Materials <i>Distinguish between an object and the material from which it is made</i> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>When questioned/ prompted or with support, verbally make predictions based on observations Using equipment already provided, perform simple tests which have been planned as a whole class Describe observations to identify, compare and group, using simple equipment Record simple data to answer questions</p>	<p>Animals, Including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Talk about what they have found out and how they found it out Begin to use scientific language when talking about their results Check their results make sense using peer and self-assessment Ask pupils the questions 'Do you now know the answer to the question from the beginning of the test?'</p>	<p>Plants <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Ask questions based on observations Have their questions answered by people around them When questioned/ prompted or with support, verbally make predictions based on observations Using equipment already provided, perform simple tests which have been planned as a whole class Describe observations to identify, compare and group, using simple equipment With support, use observations to answer questions</p>	<p>Living Things and Their Habitats (Extra topic) Identify things that are living, dead, and things that have never been alive Name a variety of different habitats and match animals to their habitats Identify where some animals obtain their food</p> <p>TAPS Assessment – Woodlice tally Talk about what they have found out and how they found it out Begin to use scientific language when talking about their results Check their results make sense using peer and self-assessment Ask pupils the questions 'Do you now know the answer to the question from the beginning of the test?'</p>
<p>PE units and skills</p>	<p>Fundamentals <i>I can change direction when moving at speed</i> <i>I can recognise changes in my body when I do exercise</i> <i>I can run at different speeds</i> <i>I can select my own actions in response to a task</i> <i>I can show hopping and jumping movements</i> <i>I can work co-operatively with others to complete tasks</i> <i>I show balance and co-ordination when static and moving at a slow speed</i></p> <p>Yoga <i>I can recognise how yoga makes me both feel physically and mentally</i> <i>I can remember and repeat actions, linking poses together</i> <i>I can say what I liked about someone else's flow</i> <i>I can show an awareness of space when travelling</i> <i>I can work with others to create poses</i></p>	<p>Dance <i>I am beginning to use counts</i> <i>I can copy, remember and repeat actions</i> <i>I can move confidently and safely</i> <i>I can use different parts of the body in isolation and together</i> <i>I can work with others to share ideas and select actions</i> <i>I choose appropriate movements for different dance ideas</i> <i>I say what I liked about someone else's performance</i> <i>I show some sense of dynamic and expressive qualities in my dance</i></p> <p>Ball Skills <i>I am beginning to catch with two hands</i> <i>I am beginning to dribble a ball with my hands and feet</i> <i>I am beginning to understand simple tactics</i> <i>I can roll and throw with some accuracy towards a target</i> <i>I can say when someone was successful</i> <i>I can track a ball that is coming towards me</i> <i>I can work co-operatively with a partner</i></p>	<p>Fitness <i>I can recognise changes in my body when I do exercise</i> <i>I can share my ideas with other people in the class</i> <i>I can talk about what exercise does to my body</i> <i>I recognise how exercise makes me feel</i> <i>I try my best in the challenges I am set</i> <i>I understand why it is important to warm up</i></p> <p>Invasion Games <i>I am beginning to dribble a ball with my hands and feet</i> <i>I can change direction to move away from a defender</i> <i>I can recognise space when playing games</i> <i>I can send and receive a ball with hands and feet</i> <i>I can use simple rules to play fairly</i> <i>I move to stay with another player when defending</i> <i>I recognise changes in my body when I do exercise</i> <i>I understand when I am a defender and when I am an attacker</i></p>	<p>Gymnastics <i>I am confident to perform in front of others</i> <i>I can link simple actions together to create a sequence</i> <i>I can make my body tense, relaxed, stretched and curled</i> <i>I can recognise changes in my body when I do exercise</i> <i>I can remember and repeat actions and shapes</i> <i>I can say what I liked about someone else's performance</i> <i>I can use apparatus safely and wait for my turn</i></p> <p>Target Games <i>I can recognise changes in my body when I do exercise</i> <i>I can use an overarm throw aiming towards a target</i> <i>I can roll a ball towards a target</i> <i>I can use an underarm throw aiming towards a target</i> <i>I can work co-operatively with a partner</i> <i>I understand what good technique looks like</i></p>	<p>Team Building <i>I can communicate simple instructions</i> <i>I can follow instructions</i> <i>I can follow path and lead others</i> <i>I can listen to others' ideas</i> <i>I can suggest ideas to solve tasks</i> <i>I can work with a partner and a small group</i> <i>I understand the rules of the game</i></p> <p>Athletics <i>I am able to throw towards a target</i> <i>I am beginning to show balance and co-ordination when changing direction</i> <i>I am developing overarm throwing</i> <i>I can recognise changes in my body when I do exercise</i> <i>I can run at different speeds</i> <i>I can work with others and make safe choices</i> <i>I try my best</i> <i>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest</i></p>	<p>Sending and Receiving <i>I am beginning to send and receive a ball with my feet</i> <i>I can catch a ball with some success</i> <i>I can recognise changes in my body when I do exercise</i> <i>I can roll a ball towards a target</i> <i>I can throw a ball to a partner</i> <i>I can track a ball that is coming towards me</i> <i>I can work co-operatively with a partner</i></p> <p>Athletics <i>I am able to throw towards a target</i> <i>I am beginning to show balance and co-ordination when changing direction</i> <i>I am developing overarm throwing</i> <i>I can recognise changes in my body when I do exercise</i> <i>I can run at different speeds</i> <i>I can work with others and make safe choices</i> <i>I try my best</i> <i>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills		<p>Changes in Living Memory How do our favourite toys and games compare with those of my parents and grandparents?</p> <p><i>I can recognise the difference between the present and the past</i> <i>I can use common words and phrases, or answer simple questions, to order events</i> <i>I can talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of X'</i> <i>I can say how toys have changed over time</i> <i>I can say how toys have stayed the same over time</i> <i>I can say why historians divide up time</i></p> <p>Note: this topic starts with ordering a selection of toys from the whole course of human history</p>			<p>Events Beyond Living Memory What were homes like in the past?</p> <p><i>I can make simple historical comparisons</i> <i>I can look at books, internet sites, artefacts and other sources that are given to me</i> <i>I can explain how people can find out about the past</i> <i>I can say how homes from the past are similar and different to my home</i> <i>I can describe how settlements have changed and stayed the same over time</i> <i>I can look at pictures of buildings and make a timeline</i></p> <p>Note: this topic helps children to develop a chronological framework and look at changes and trends over time. Children will look at homes from many periods of human history and compare them</p>	<p>Comparing Significant Individuals What does it take to be a great explorer?</p> <p><i>I can ask and answer simple questions about what I have heard</i> <i>I can explain the difference between fiction and non-fiction</i> <i>I can retell parts of stories to show I understand historical events</i> <i>I can say what is the same and what is different about people from the past</i> <i>I know the names of some famous explorers</i> <i>I can explain where people have been when they are exploring</i></p> <p>Note: this topic helps children to compare different people from different periods of history</p>
Geography units, skills and knowledge	<p>Weather and Seasons (fieldwork across all terms) <i>I can make simple recordings of my findings</i> <i>I can create first-hand observations using my senses</i> <i>I can ask and answer simple questions about what I have heard</i> <i>I can spot the differences between seasons</i> <i>I can order the months of the year</i> <i>I can say how the weather can affect different jobs</i></p>		<p>United Kingdom <i>I can use North, South, East and West for simple navigation</i> <i>I can use simple locational language to describe where things are</i> <i>I can locate the four countries of the UK on a map</i> <i>I know the four capital cities of the UK</i> <i>I can explain the differences between human and physical features</i> <i>I can describe the human and physical features of one of the UK's capital cities</i></p>	<p>Local Area <i>I can use basic symbols in a key</i> <i>I can follow a simple map</i> <i>I can use photographs to recognise basic features</i> <i>I can explain the differences between image types</i> <i>I know the differences between rural and urban areas</i> <i>I can explore and record the features of my local area</i></p>		
Geography Fieldwork activities	<p>Weather Patterns What clothes should I pack for a trip out? <i>I can create first-hand observations using my senses</i></p>		<p>Human and Physical Geography Do we need new shops in our area? <i>I can use simple locational language to describe where things are</i></p>	<p>Classroom, School Grounds and Surrounding Environment Where would be the best hiding place for a wolf in Little Red Riding Hood? <i>I can make simple recordings of my findings</i> <i>I can use North, South, East and West for simple navigation</i></p>		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design units and skills	<p>Print Making <i>I can make simple marks on rollers and printing palettes</i> <i>I can press, roll, rub and stamp to make prints</i> <i>I can take simple prints</i> <i>I can try to replicate patterns observed in natural or built environments</i> <i>I can make comments about what I am going to draw or make before I start</i> <i>I can politely express my opinions about works of art</i></p>			<p>Drawing <i>I can use the correct tripod grasp</i> <i>My pictures of humans show the torso</i> <i>My pictures show some structure</i> <i>I can use 2D shapes to help me draw</i> <i>With support or scaffolded ideas, I can add detail to my drawings</i> <i>I can ask and answer simple questions about what I have seen</i></p>		<p>Painting <i>I can experiment with a variety of different paints, different brush sizes and tools</i> <i>I can mix primary colours to make secondary colours</i> <i>I can create colour wheels and say which colours work well together</i> <i>With support, I can explore lightening and darkening paint by adding black or white</i> <i>I can make some simple artistic comparisons</i> <i>With support, I can discuss the effect of an artwork</i></p>
Design and Technology units and skills		<p>Textiles: Puppets <i>I can trace around simple shapes to copy symbols</i> <i>I can measure to the nearest 10cm</i> <i>I can refer to a photo or drawing when talking about my work</i> <i>I know that drawing a design idea is useful to see how an idea will look</i> <i>I know that there are various temporary methods of joining fabric by using staples, glue or pins</i> <i>I know that 'joining technique' means connecting two pieces of material together</i></p>	<p>Structures: Constructing Windmills <i>I can come up with ideas of a product and say why I like it (i.e. personal appeal)</i> <i>With support, I can discuss design criteria during the construction process</i> <i>I can create constructions with materials that are supplied for me</i> <i>I can create a simple evaluation</i> <i>I can follow simple advice from adults to improve my work</i> <i>To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses)</i></p>		<p>Food: Smoothies <i>I can make comments about what I am going to design and cook</i> <i>I can give a brief overview of my plans for design or cooking, using some DT vocabulary (year 2 skill)</i> <i>I can use tallies and simple tables</i> <i>I can use knives with an 11-12cm non-serrated blade (supervised)</i> <i>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) I can use a peeler (e.g. apples)</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Computing units taught	Wk 1	4 days	4 days	2 days	1.3 Pictograms	1.5 Maze Explorers	1.7 Coding
	Wk 2	1.1 Online Safety and Exploring Purple Mash	1.2 Grouping and Sorting	1.6 Animated Story Books	1.3 Pictograms	1.8 Spreadsheets	1.7 Coding
	Wk 3	1.1 Online Safety and Exploring Purple Mash	1.2 Grouping and Sorting	1.6 Animated Story Books	1.3 Pictograms	1.8 Spreadsheets	1.7 Coding
	Wk 4	1.1 Online Safety and Exploring Purple Mash	1.4 Lego Builders	1.6 Animated Story Books	1.5 Maze Explorers	4 days 1.8 Spreadsheets	1.7 Coding
	Wk 5	1.1 Online Safety and Exploring Purple Mash	1.4 Lego Builders	1.6 Animated Story Books	4 days 1.5 Maze Explorers	1.9 Technology Outside School	1.7 Coding
	Wk 6	1.1 Online Safety and Exploring Purple Mash	1.4 Lego Builders	E-Safety Day 2024		2 days 1.9 Technology Outside School	1.7 Coding
	Wk 7	1.1 Online Safety and Exploring Purple Mash	1.4 Lego Builders	1.6 Animated Story Books			1.7 Coding
	Wk 8		3 days				2 days
PSHE units and skills	<p>Healthy and Happy Friendships Children know how to form friendships Children know how kind or unkind behaviours impact other people</p> <p>Similarities and Differences Children understand the similarities and differences between people Children know how to respect and celebrate differences</p> <p>Families and Committed Relationships Children know what a family is Children know that some families are different to others (numbers of people, generations, etc.) Children know why families are important and special</p> <p>Money and Work Children understand that everyone has different strengths, in and out of school</p>		<p>Caring and Responsibility Children can identify who their special people are Children identify how special people keep them safe</p> <p>Keeping Safe Children can explain how rules can help to keep us safe Children understand why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>Money and Work Children know about how different strengths and interests are needed to do different jobs</p>		<p>Money and Work Children can describe people whose job it is to help us in the community Children can explain about different jobs and the work people do</p> <p>Healthy Bodies, Healthy Minds Children learn the correct names for different body parts Children know about the amazing things bodies can do</p> <p>Coping with Change Children can describe how they have changed since they were born Children know that humans grow from young to old</p>		



Term	Autumn	Spring	Spring
MFL units and skills 12 hours per year Language Angels units	Minibeasts Recognise, recall and remember up to 7 different mini beasts in Spanish with the correct article/determiner and accurate pronunciation Recognise, recall and remember how to say hello and goodbye in Spanish Learn to listen attentively to a story in Spanish Follow simple instructions in Spanish Shapes Name and recognise up to 10 shapes in Spanish Attempt to spell some of these nouns Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una' Have an opportunity to learn and/or revise numbers 1-5		
Music units and skills	My Musical Heartbeat <u>Understanding Music</u> Find and keep a steady beat together Understand the difference between creating a rhythm pattern and a pitch pattern Copy back simple melodic patterns using high and low <u>Listening</u> Move and dance with the music Find a steady beat <u>Singing</u> Sing, rap, rhyme, chant and use spoken word Demonstrate good singing posture Sing songs from memory <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear <u>Improvising</u> Explore improvisation using notes C, D and E <u>Composing</u> Create a simple melody using crotchets and minims: CDEFG Start and end on the note C <u>Performing</u> Enjoy and have fun performing Add actions to the song Play some simple instrumental parts	Introduction to Tempo and Dynamics <u>Understanding Music</u> Find and keep a steady beat together Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low <u>Listening</u> Move and dance with the music Talk about feelings created by the music Describe tempo as fast or slow Describe dynamics as loud and quiet <u>Singing</u> Sing songs from memory Sing in unison <u>Notation</u> Explore standard notation, using crotchets, minims and quavers, and simple combinations of: FGA; DAC <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major <u>Improvising</u> Explore improvisation using notes: FGA; DFG <u>Composing</u> Explore and create graphic scores Create a simple melody using crotchets and minims: FGACD Start and end on the note F Create a simple melody using crotchets and minims: DFGAC Start and end on the note D <u>Performing</u> Enjoy and have fun performing Add actions to the song Play some simple instrumental parts	Having Fun With Improvisation <u>Understanding Music</u> Use body percussion, instrument and voices In the key centred of: C major, F major, G major and A minor Find and keep a steady beat together Complete vocal warm-ups with a copy back option to use SOLFA <u>Listening</u> Talk about feelings created by the music Find a steady beat Describe tempo as fast or slow Describe dynamics as loud and quiet Begin to understand there are different styles of music <u>Singing</u> Sing, rap, rhyme, chant and use spoken word Demonstrate good singing posture Sing in unison <u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds Explore standard notation, using crotchets, minims and quavers, and simple combinations <u>Playing instruments</u> Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major, D major and D minor <u>Improvising</u> Improvise simple vocal patterns using 'Question and Answer' phrases Understand the difference between creating a rhythm pattern and a pitch pattern <u>Composing</u> Create musical sound effects and short sequences of sounds in response to music and video stimulus Create a story, choosing and playing classroom instruments and/or sound makers <u>Performing</u> Choose a song(s) to perform to a well-known audience Prepare a song to perform Communicate the meaning of the song



Term	Autumn	Spring	Summer
RE units and skills	<p>Religion: Christianity Unit Name: Creation Story Key Enquiry: Does God want Christians to look after the world? Theology: <i>Children can explain what religious people learn from stories</i> Philosophy: <i>Children can say what is confusing and puzzling about the world of religion and belief</i> <i>Children can say what they think is 'good' and 'bad' and why</i> <i>Children can say how people decide what is right and wrong</i> <i>Children can create questions inspired by religious stories and try to find answers</i> <i>Children can talk about how they think the universe began</i> <i>Children can make links between beliefs and behaviours</i></p>	<p>Religion: Christianity Unit Name: Jesus as a friend Key Enquiry: Was it always easy for Jesus to show friendship? Philosophy: <i>Children can say what is confusing and puzzling about the world of religion and belief</i> <i>Children can say what they think is 'good' and 'bad' and why</i> <i>Children can say how people decide what is right and wrong</i> <i>Children can create questions inspired by religious stories and try to find answers</i> <i>Children can make links between beliefs and behaviours</i></p>	<p>Religion: Judaism Unit Name: Shabbat Key Enquiry: Is Shabbat important to Jewish children? Human / Social Sciences: <i>Children can say how festivals and celebrations bring people together</i> <i>Children can explain what it means to belong to the Jewish community</i> <i>Children can explain what happens in the daily life of a Jewish person</i> <i>Children can say what it means to be part of a religious family</i></p>
	<p>Religion: Christianity Unit Name: Christmas Key Enquiry: What gifts might Jesus have been given if he was born in Basildon rather than Bethlehem? Theology: <i>Children can say what religious people say God is like</i> <i>Children can say what religious people remember at key festivals</i> Human / Social Sciences: <i>Children can say how festivals and celebrations bring people together</i></p>	<p>Religion: Christianity Unit Name: Easter – Palm Sunday Key Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Human / Social Sciences: <i>Children can say how festivals and celebrations bring people together</i> <i>Children can say why symbols and artefacts are important to some people</i> <i>Children can say how gatherings give Christians a sense of belonging</i></p>	<p>Religion: Judaism Unit Name: Rosh Hashanah and Yom Kippur Key Enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children? Human / Social Sciences: <i>Children can say how festivals and celebrations bring people together</i> <i>Children can explain what it means to belong to the Jewish community</i> <i>Children can explain what happens in the daily life of a Jewish person</i> <i>Children can say what it means to be part of a religious family</i> <i>Children can say how gatherings and ceremonies give Jewish people a sense of belonging</i></p>