



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	Superhero dress up day Traction Man assault course	Spaceship Crash	Making maps of the local area	Trip to Stansted Mountfitchet Castle Trip to Southend Synagogue	Dinosaur Day
Productions and Performances			Christmas Production				Infant Music Festival <i>KS1 Choir children only</i>
Texts studied		Supertato <i>Sue Hendra & Paul Linnet</i> Naughty Bus <i>Jan Oke & Jerry Oke</i>	Traction Man <i>Mini Grey</i>	Beegu <i>Alexis Deacon</i>	Little Red <i>Bethan Woollvin</i>	The See-Saw <i>Tom Percival</i>	The Girl and the Dinosaur <i>Hollie Hughes</i>
Text types taught in writing	Wk 1	4 days	4 days Traction Man <i>Solving a problem story</i>	Beegu <i>Diary entry</i>	Little Red <i>Simple traditional/fairy tale</i>	4 days Trip Recount	The Girl and the Dinosaur <i>Voyage and return story</i>
	Wk 2	Supertato <i>Sentence writing</i>	Traction Man <i>Solving a problem story</i>	Beegu <i>Diary entry</i>	Little Red <i>Simple traditional/fairy tale</i>	The See-Saw <i>Longer solving a problem story</i>	The Girl and the Dinosaur <i>Voyage and return story</i>
	Wk 3	Supertato <i>Sentence writing</i>	Traction Man <i>Solving a problem story</i>	Beegu <i>Non-chronological report</i>	Little Red <i>Simple traditional/fairy tale</i>	4 days The See-Saw <i>Longer solving a problem story</i>	The Girl and the Dinosaur <i>Voyage and return story</i>
	Wk 4	Supertato <i>Sentence writing</i>	Traction Man <i>Solving a problem story</i>	Beegu <i>Non-chronological report</i>	Little Red <i>Simple traditional/fairy tale</i>	The See-Saw <i>Longer solving a problem story</i>	The Girl and the Dinosaur <i>Voyage and return story</i>
	Wk 5	Naughty Bus <i>Solving a problem story</i>	Traction Man <i>Instruction writing</i>	Beegu <i>Non-chronological report</i>	Little Red <i>Non-chronological report - guidebook</i>	2 days	The Girl and the Dinosaur <i>Non-chronological report</i>
	Wk 6	Naughty Bus <i>Solving a problem story</i>	Traction Man <i>Instruction writing</i>	Beegu <i>Non-chronological report</i>	Little Red <i>Non-chronological report - guidebook</i>		The Girl and the Dinosaur <i>Non-chronological report</i>
	Wk 7	Naughty Bus <i>Solving a problem story</i>					The Girl and the Dinosaur <i>Non-chronological report</i>
	Wk 8	Naughty Bus <i>Solving a problem story</i>					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>Supertato Sentence Writing</p> <p>Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single-clause sentences Join words and clauses using 'and' Separate words with spaces Introduction to capital letters and full stops to demarcate sentences Capital letters for names Read, explore, and identify speech punctuation in books and modelled use of writing Use of some speech in writing but might not use inverted commas Introduction to simple contracted forms using 'not' Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Traction Man Solving a problem story</p> <p>Create excitement Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single-clause sentences Join words and clauses using 'and' Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences Read, explore and identify speech punctuation in books and modelled writing Use of some speech in writing but might not use inverted commas Introduction to simple contracted forms using 'not' Sequence sentences to form short narratives Write about real events Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Beegu Diary entry</p> <p>Writing to inform Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters and full stops to demarcate sentences Capital letters for names and for the personal pronoun I Write about real events Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Little Red Simple traditional/fairy tale</p> <p>Writing to build an atmosphere Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names Read, explore and identify speech punctuation in books and modelled writing Use of some speech in writing but might not use inverted commas Introduction to simple contracted forms using 'not' Sequence sentences to form short narratives Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Trip Recount</p> <p>Writing to explain Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops, to demarcate sentences Capital letters for names and for the personal pronoun I Write about real events Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>The Girl and the Dinosaur Voyage and return story</p> <p>Writing to create a mental picture How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat] Use of adjectives to create a simple noun phrase Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences Capital letters for names Read, explore and identify speech punctuation in books and modelled writing Use of some speech in writing but might not use inverted commas Introduction to simple contracted forms using 'not' Sequence sentences to form short narratives Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>
	<p>Naughty Bus Solving a problem story</p> <p>Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single-clause sentences Join words and clauses using 'and' Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences Capital letters for names Read, explore, and identify speech punctuation in books and modelled writing Use of some speech in writing but might not use inverted commas Sequence events to form short narratives Write about real events Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Traction Man Instruction writing</p> <p>Writing to show how to do something Use simple adverbs to sequence writing How words can combine to make sentences Separate words with spaces Introduction to capital letters and full stops to demarcate sentences Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Beegu Non-chronological report</p> <p>Writing to explain Regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>Little Red Non-chronological report – guidebook</p> <p>Writing to inform Use of adjectives to create a simple noun phrase How words can combine to make sentences Using and to join single-clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names Say out loud what they are going to write about Write down ideas Orally rehearse sentences Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>The See-Saw Longer solving a problem story</p> <p>Writing to provoke a feeling or emotion Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Use of adjectives to create a simple noun phrase Use simple adverbs to sequence writing How words can combine to make sentences Using 'and' to join single-clause sentences Join words and joining clauses using and Separate words with spaces Introduction to capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun I Write about real events Say out loud what they are going to write about Write down ideas Orally rehearse sentences. Re-reading to check that their writing makes sense Read aloud what they have written</p>	<p>The Girl and the Dinosaur Non-chronological report</p> <p>Writing to explain Regular plural noun suffixes -s or -es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use of adjectives to create a simple noun phrase How words can combine to make sentences Using 'and' to join single clause sentences Join words and joining clauses using 'and' Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences Capital letters for names Say out loud what they are going to write about Write down ideas Orally rehearse sentences. Re-reading to check that their writing makes sense Read aloud what they have written</p>



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Handwriting	Wk 1 4 days c, o, a, d,	4 days xz, zz,	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Diagonal join ex, ux	4 days Diagonal join il, ai, ail	Practising the horizontal join oon, oom
	Wk 2 g, f, s, q, e,	Capital letters E, F, H, I, T	Introducing break letters age, ape, aze	Diagonal join ar, an,	Diagonal join ck, ch, tch	Horizontal join to Set 3 letters or, ore, orn
	Wk 3 i, l, t, j, u,	Capital letters L, A, K, M, N,	Practising consistent size and height of small letters un, um, ur	Diagonal join am, ap	4 days To form and join from the letter w wa, wo	Join to Set 1 letters of, ff
	Wk 4 y, it, tl, uy, jy	Capital letters V, W, X, Y, Z	Diagonal join id, iu,	Diagonal join aw, ew,	To form and join from the letter f fo, fa	Practising the join to Set 2 letters wl, vl, rl
	Wk 5 b, h, k, m, n	Capital letters B, D, C, G, O	Diagonal join ig, iy	Diagonal join ex, ux	2 days	Practising break letters b, p, z,
	Wk 6 p, r, nk, rp, nm	Capital letters Q, S, P, R, U, J	Diagonal join aw, ew,	Diagonal join if, ef, ief		Practising break letters j, g, q, y
	Wk 7 bh, v, w, x, z	Consolidate				Revising the four handwriting joins ai, al, ow, ol
	Wk 8 vw, xw,					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Wk 1 4 days Assess and review from Reception	4 days <i>loal o go lighl i tiger lail a paper leel e he</i>	<i>lighl y fly loal ow snow ljl g giant lfl ph phone</i>	<i>lchl tch match lchl ture adventure larl al half* larl a father*</i>	4 days <i>ie pie i-e time o go o-e home</i>	Summer 1 content <i>ph phone wh wheel ie shield g giant</i>
	Wk 2 Review phase 3 GPCs <i>ai ee igh oa oo ar or ur oo ow oi ear</i>	<i>laill a-e shake lighl i-e time loal o-e home lool lyool u-e rude cute</i>	<i>lll le al apple metal lsl c ice vl ve give</i>	<i>lorl a water schwa in longer words: different lo/ a want lair/ ear ere bear there</i>	<i>ue blue rescue ew chew new u-e rude cute aw claw</i>	Assess and review Phonics Screening Check Week
	Wk 3 <i>air er lz/ s -s -es words with two or more digraphs e.g. queen thicker</i>	<i>leel e-e these lool lyool ew chew new leel ie shield lorl aw claw</i>	<i>lul o-e o ou some mother young lz/ se cheese lsl se ce mouse fence leel ey donkey</i>	<i>lurl ear learn lrl wr wrist lsl st sc whistle science schwa at the end of words: actor</i>	4 days <i>ea head ir bird ou cloud oy toy</i>	Start Summer 2 content <i>laill eigh aigh ey ea eight straight grey break lnl kn gn knee gnaw lml mb thumb learl ere eer here deer</i>
	Wk 4 Phase 4 <i>CVCC CCVC CCVCC CCCVC</i> Phase 4 with long vowels	Grow the code <i>lighl ie i i-e lail ay a a-e loal oa o o-e leel e ie e-e ea lool lyool ew u-e u ue</i>	Grow the code <i>lool u ew ue u-e ui ou oo fruit soup leel ea e e-e ie ey y ee lsl c se ce ss lz/ se s zz loal ow oe ou o-e o oa</i>	<i>lcl ch school lshl ch chef lz/ ze freeze</i>	<i>i tiger a paper ow snow u unicorn</i>	<i>lzh/ su si treasure vision ljl dge bridge lil y crystal ljl ge large</i>
	Wk 5 Phase 5 <i>laill ay play lowl ou cloud loil oy toy leel ea each</i>	Assess and review	Assess and review	Assess and review	2 days	<i>lsh/ ti ssi ci ci potion mission mansion delicious</i>
	Wk 6 Review longer words	Assess and review	Spring 2 content <i>lurl or word lool u owl awful would lair/ are share lorl au aur oor al author dinosaur floor walk</i>	Summer 1 content <i>ay play a-e shake ea each e he</i>		<i>lorl augh our oar ore daughter pour oar more review</i>
	Wk 7 Assess and review	Spring 1 content <i>leel y funny lel ea head lwl wh wheel loal oe ou toe shoulder</i>				Assess and review
	Wk 8 Autumn 2 content <i>lurl ir bird lighl ie pie lool lyool ue blue rescue lyool u unicorn</i>					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	<p>Word reading: Fluency Re-read books to build up their fluency and confidence in word reading Read aloud accurately books consistent with their developing phonic knowledge</p> <p>Poetry and Rhymes Appreciate and recite some rhymes and poems</p> <p>Understand Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Inference Make simple inferences about characters</p>	<p>Phonics, etymology and morphology Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds Read accurately by blending sounds in unfamiliar words containing taught GPCs Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and – est suffixes Compound words</p> <p>Identify and Retrieve Draw on what they already know [e.g. they are sad]</p>	<p>Understanding Language Discuss word meanings, linking new meanings to those already known</p> <p>Prediction Predict what might happen based on previous experience</p>	<p>Reading for pleasure Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences</p>	<p>Structure Recognise and join in with predictable phrases</p>	<p>Discussion Discuss the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say</p>
Oracy skills taught	<p>Physical I can use body language to show I am listening</p> <p>Linguistic I can use vocabulary specific to the topic at hand</p> <p>Cognitive I can offer reasons for opinions</p> <p>Social and Emotional I listen carefully to others</p>	<p>Physical I experiment with adjusting tone and volume</p> <p>Linguistic I take opportunities to try out new language I can use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')</p> <p>Cognitive I can disagree with someone else's opinion politely</p> <p>Social and Emotional I participate in group discussions with some support from an adult</p>	<p>Physical I experiment with adjusting tone, volume and pace</p> <p>Linguistic I can use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p> <p>Cognitive I consider the merits of different viewpoints I can explain ideas and events in chronological order</p> <p>Social and Emotional I participate in group discussions independently from an adult</p>			
Talk Tactics taught	<p>Talk tactics Instigate</p>	<p>Talk tactics Build</p>	<p>Talk tactics Challenge</p>			



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White Rose units taught	Wk 1 4 days	4 days Number Addition and subtraction within 10	Number Place value within 20	Number Place value within 50	4 days Number Multiplication and division	Number Fractions
	Wk 2 Number Place value within 10	Number Addition and subtraction within 10	Number Place value within 20	Number Place value within 50	Number Multiplication and division	Number Fractions
	Wk 3 Number Place value within 10	Number Addition and subtraction within 10	Number Place value within 20	Measurement Length and height	4 days Number Multiplication and division	Geometry Position and direction
	Wk 4 Number Place value within 10	Number Addition and subtraction within 10	Number Addition and subtraction within 20	Measurement Length and height	Number Fractions	Number Place value within 100
	Wk 5 Number Place value within 10	Geometry Shape	Number Addition and subtraction within 20	Measurement Mass and volume	2 days Consolidation	Number Place value within 100
	Wk 6 Number Place value within 10	Geometry Shape	Number Addition and subtraction within 20	Measurement Mass and volume		Measurement Money
	Wk 7 Number Addition and subtraction within 10	Consolidation				Measurement Time
	Wk 8 Number Addition and subtraction within 10					2 days Consolidation
Mental maths skills taught	Wk 1 4 days	4 days Composition of the number 6	Composition of numbers within 10	Composition Composition of the numbers 11–19 as ‘ten and a bit	4 days Number facts and arithmetic	Number facts and arithmetic
	Wk 2 Composition of numbers to 10 Number bonds to 5	Composition of the number 8	Composition of numbers within 10 Exploring how numbers can be partitioned and recombined	Composition Composition of the numbers 11–19 as ‘ten and a bit	Number facts and arithmetic Subtraction within 10	Number facts and arithmetic
	Wk 3 Composition	Composition of the number 10	Partitioning numbers within 10 Starting with the systematic partitioning of 6	Number facts and arithmetic	4 days	Number facts and arithmetic
	Wk 4 <i>Have a deep understanding of number to 10</i> Including the composition of each number	Identify missing numbers on a number track	Partitioning numbers within 10 Starting with the systematic partitioning of 6	Number facts and arithmetic	Number facts and arithmetic Subtraction within 10	Number facts and arithmetic
	Wk 5 Compare quantities up to 10 In different contexts	Composition of 7	Composition Composition of the numbers 11–19 as ‘ten and a bit	Number facts and arithmetic	2 days Number facts and arithmetic Subtraction within 10	Number facts and arithmetic
	Wk 6 Verbally count beyond 20	Composition of 9	Composition Composition of the numbers 11–19 as ‘ten and a bit	Number facts and arithmetic		
	Wk 7 Automatically recall some number bonds to 10	4 days Composition of odd and even numbers				
	Wk 8 Explore and represent patterns Within numbers up to 10					2 days



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Science units and skills	Everyday Materials <i>I can distinguish between an object and the material it is made from</i> <i>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</i> <i>I can describe the physical properties of a variety of everyday materials</i> <i>I can compare and group everyday materials based on their physical properties</i> <i>I can talk about what I found out and how I found it out</i> <i>I can use the equipment provided for me to perform simple tests that have been planned as a whole class</i>	Seasonal Changes <i>I can observe changes across the four seasons</i> <i>I can observe and describe weather associated with the seasons</i> <i>I can how the length of days changes at different times of the year</i> <i>I can record simple data to answer questions</i> <i>I can observe changes over time (timeline for the seasons?)</i> <i>I can ask questions based on my observations</i>	Plants <i>I can identify and name a variety of common wild and garden plants, including types of tree</i> <i>I can identify and describe the basic structure of a variety of common flowering plants, including trees</i> <i>I can use my observations to identify, compare and group</i> <i>With support, I can use observations to answer questions</i> <i>I am beginning to use scientific language</i> <i>I can have my questions answered by people around me</i>	Animals, Including Humans <i>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>I am beginning to use scientific language when talking about my results</i> <i>I can use my observations to identify, compare and group</i> <i>With support, I can use observations to answer questions</i> <i>I can make verbal predictions based on my observations with support</i>	TAPS Investigation Ways to Test Transparency <i>I can make verbal predictions based on my observations with support</i> <i>I can use the equipment provided for me to perform simple tests that have been planned as a whole class</i> <i>I can talk about what I found out and how I found it out</i> <i>I am beginning to use scientific language when talking about my results</i> <i>I can check my results make sense using peer and self-assessment</i> <i>I can check if I have answered the question from the beginning of the test</i>	Living Things and Their Habitats <i>I can identify things that are living, dead, and have never been alive (Yr 2 objective)</i> <i>I can name a variety of different habitats and match animals to their habitats</i> <i>I can identify where some animals get their food</i> <i>I can check my results make sense using peer and self-assessment</i> <i>I can check if I have answered the question from the beginning of the test</i> <i>I can use my observations to identify, compare and group</i>
	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> 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>	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> 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>	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> 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>	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> 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>	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> 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>	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> 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>



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>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>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>
Geography units, skills and knowledge	<p>Weather and Seasons</p> <p><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</p> <p><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</p> <p><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 different 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>Explore and experience weather over the course of the year</p> <p><i>This fieldwork will take place throughout the year</i></p>		<p>Measuring Shadows</p> <p><i>Children will measure shadows and compare to the cardinal points of the compass</i></p>	<p>Local Maps</p> <p><i>Children will look at different maps of the school, including aerial photographs, and compare them</i> <i>Children will describe routes around the school using maps</i></p>		



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design units and skills	<p>3D Art/Sculpture</p> <p><i>I can work with a variety of different materials such as dough, clay, cardboard and papier-mâché</i></p> <p><i>I understand the difference between 2 dimensional and 3 dimensional</i></p> <p><i>With support I can join materials</i></p> <p><i>I can use tools appropriately including scissors and clay tools and I can use rolling, pinching and kneading to shape my work (clay/dough)</i></p> <p><i>I can add simple decoration (for example painting, sticking or collaging)</i></p> <p><i>I can verbalise my ideas about what I am going to create before I begin my work</i></p>			<p>Drawing</p> <p><i>I can hold the pencil correctly using the 'tripod' grasp</i></p> <p><i>My pictures of humans are not stick people but begin to show a body being 3-dimensional, such as a head joined to a body</i></p> <p><i>I can use 2 dimensional shapes to help me draw</i></p> <p><i>My pictures show some structure</i></p> <p><i>With support or scaffolded ideas, I can add detail to my drawings</i></p> <p><i>I can ask and answer simple questions about what I have seen</i></p>		<p>Painting</p> <p><i>I hold a paintbrush correctly like a pencil using the 'tripod' grasp</i></p> <p><i>I can experiment with a variety of different paints, different brush sizes and tools</i></p> <p><i>I know the names of colours and I can experiment with unstructured colour mixing</i></p> <p><i>With guidance I can mix primary colours to make secondary colours and create colour wheels and say which colours work well together</i></p> <p><i>With support, I can explore lightening and darkening paint by adding black or white</i></p> <p><i>I can express my opinions on what I like/dislike about works of art</i></p>
Artists studied	<p>James Sigle Junk robots</p> <p>Henry Moore Clay forms</p>			Romeo Britto		Piet Mondrian
Design and Technology units and skills		<p>Textiles: Puppets</p> <p><i>I can trace around simple shapes to copy symbols</i></p> <p><i>I can measure to the nearest 10cm</i></p> <p><i>I can refer to a photo or drawing when talking about my work</i></p> <p><i>I know that drawing a design idea is useful to see how an idea will look</i></p> <p><i>I know that there are various temporary methods of joining fabric by using staples, glue or pins</i></p> <p><i>I know that 'joining technique' means connecting two pieces of material together</i></p>	<p>Structures: Constructing Windmills</p> <p><i>I can come up with ideas of a product and say why I like it (i.e. personal appeal)</i></p> <p><i>With support, I can discuss design criteria during the construction process</i></p> <p><i>I can create constructions with materials that are supplied for me</i></p> <p><i>I can create a simple evaluation</i></p> <p><i>I can follow simple advice from adults to improve my work</i></p> <p><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</p> <p><i>I can make comments about what I am going to design and cook</i></p> <p><i>I can give a brief overview of my plans for design or cooking, using some DT vocabulary (year 2 skill)</i></p> <p><i>I can use tallies and simple tables</i></p> <p><i>I can use knives with an 11-12cm non-serrated blade (supervised)</i></p> <p><i>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber)</i></p> <p><i>I can use a peeler (e.g. apples)</i></p>	
Computing units taught	<p>Data Handling</p> <p><i>I know that sorting objects into various given categories can help to locate information</i></p> <p><i>I can choose how to sort objects, including sorting other children into groups</i></p> <p><i>I am beginning to sort independently using my own categories</i></p> <p><i>I know that using yes/no questions to find an answer is known as a branching database</i></p> <p><i>I can ask and answer yes/no questions to create a branching database</i></p> <p><i>I know how to create a branching database</i></p>	<p>Programming</p> <p><i>I know that being able to follow and give simple instructions is important in computing</i></p> <p><i>I am able to follow and give simple instructions to a game or activity</i></p> <p><i>I understand that it is important for instructions to be in the right order</i></p> <p><i>I understand why a set of instructions may have gone wrong</i></p> <p><i>I am beginning to make corrections in instructions that may have gone wrong</i></p> <p><i>I can explain what inputs and outputs are</i></p>	<p>Online Safety</p> <p><i>I can discuss what the internet is and how it can be used</i></p> <p><i>I recognise that the internet may affect mood or emotions</i></p> <p><i>I recognise how internet use can affect and upset others</i></p> <p><i>I can identify which information is appropriate to share and post online and which is not</i></p> <p><i>I know what to do if I feel unsafe or worried online – tell a trusted adult</i></p> <p><i>I know that people I do not know on the internet (online) are strangers and are not always who they say they are</i></p>	<p>Computing Systems and Networks</p> <p><i>I can use computers more purposefully</i></p> <p><i>I can log in and navigate around a computer</i></p> <p><i>I can drag, drop, click and control a cursor using a mouse</i></p> <p><i>I can use software tools to create art on the computer</i></p> <p><i>I can use a computer and mouse to click, drag, fill, select, add backgrounds, text, layers, shapes and clipart</i></p> <p><i>I know passwords are important for security and to keep us safe</i></p>	<p>Programming</p> <p><i>I can explain what an algorithm is</i></p> <p><i>I can write clear algorithms</i></p> <p><i>I can follow an algorithm</i></p> <p><i>I can decompose a design into steps</i></p> <p><i>I can identify bugs in an algorithm and say how to fix them</i></p> <p><i>I can write an achievable algorithm</i></p>	<p>Creating Media</p> <p><i>I can plan a pictorial story using photographic images in sequence</i></p> <p><i>I can explain how to take clear photos</i></p> <p><i>I can take photos using a device</i></p> <p><i>I can edit photos by cropping, filtering and resizing and organise images on the page, orientating where necessary</i></p> <p><i>I can search for and import images from the internet</i></p> <p><i>I can explain what to do if something makes me uncomfortable online</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
PSHE units and skills	First Aid <i>I know how to get help from an adult in the classroom or playground</i>		Families and Committed Relationships <i>I know what a family is</i> <i>I know that some families are different to others (numbers of people, generations, etc.)</i> <i>I know why families are important and special</i>		Money and Work <i>I can describe people whose job it is to help us in the community</i> <i>I can explain about different jobs and the work people do</i>		
	Rail Safety <i>I can talk about different safety signs and say what they mean</i> <i>I can show how to behave safely around railways by following safety signs</i> <i>I can talk about who helps us at the station and on the train</i> <i>I can show how to behave safely at the station</i>		Caring and Responsibility <i>I can identify who my special people are</i> <i>I identify how special people keep me safe</i>		Healthy Bodies, Healthy Minds <i>I know the correct names for different body parts</i> <i>I know about the amazing things bodies can do</i>		
Music units and skills	Healthy and Happy Friendships <i>I know how to form friendships</i> <i>I know how kind or unkind behaviours impact other people</i>		Money and Work <i>I know about how different strengths and interests are needed to do different jobs</i> <i>I understand that everyone has different strengths, in and out of school</i>		Coping with Change <i>I can describe how I have changed since I was born</i> <i>I know that humans grow from young to old</i>		
	Similarities and Differences <i>I understand the similarities and differences between people</i> <i>I know how to respect and celebrate differences</i>		Inventing Musical Story <i>I understand that rhythm is a pattern of long and short sounds</i> <i>I can use a wide range of everyday musical terms</i> <i>I can add appropriate actions and add movement to the songs that I sing</i> <i>I can sing as part of a group in unison or in two parts</i> <i>I can describe my emotions and thoughts when listening to a piece of music</i> <i>I can point out the differences and similarities between varying styles</i>		Recorder <i>I understand that pitch describes how high or low sounds are</i> <i>I can demonstrate good singing posture</i> <i>I can talk about my performance considering what was good and what could be improved</i> <i>I can practise, rehearse and perform to music to an audience with increasing confidence</i> <i>I can point out the differences and similarities between varying styles</i>		
RE units and skills	Playing in an Orchestra <i>I can follow the leader of the group or conductor</i> <i>I can copy and repeat a simple rhythm through call and response</i> <i>I can memorise songs in preparation for a performance</i> <i>I can recognise the difference between fast and slow tempos</i> <i>I can recognise the difference between loud and soft dynamics</i> <i>I can recognise musical instruments within their family groups</i>		Christianity Was it always easy for Jesus to show friendship? <i>I can recount some key stories about the life of Jesus</i> <i>I can say why Jesus chose to be friends with outcasts</i> <i>I can create and ask my own questions about Jesus</i> <i>I can explain which behaviours I think are 'right' and 'wrong'</i> <i>I can say how Jesus' teachings might affect the behaviour of modern Christians</i> <i>I can say how I think Jesus might treat outcasts in the modern world if he were around today</i>		Christianity What gifts might Christians in Basildon might have given Jesus if he had been born here rather than Bethlehem? <i>I can recount the key parts of the Christmas story</i> <i>I can explain why Jesus was given gold, frankincense and myrrh</i> <i>I can describe some differences and similarities between different versions of the Christmas story</i> <i>I can describe how Christians celebrate Christmas</i> <i>I can explain why Christians celebrate Christmas</i> <i>I can suggest ways the Christmas story might be different if it happened in modern times</i>		
	Christianity Does God want Christians to look after the world? <i>I can say what Christians can learn from Genesis</i> <i>I can say what I find confusing about the Christian creation story</i> <i>I can talk about how Christians might decide what is 'right' and 'wrong'</i> <i>I can create my own questions about the Christian creation story</i> <i>I can say how I think the universe began</i> <i>I can say how the Christian creation story might influence people's behaviour</i>		Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <i>I can recount some of the key points of the Easter story</i> <i>I can describe my own feelings about the Easter story</i> <i>I can describe why Christians believe Jesus was a special person</i> <i>I can explain how important people are treated in modern times</i> <i>I can explain why Palm Sunday is important to modern Christians</i> <i>I can describe how Easter is celebrated in modern Britain</i>		Judaism Is Shabbat important to Jewish children? <i>I can say how Jewish people celebrate Shabbat</i> <i>I can say how I like to spend my rest time</i> <i>I can compare my rest time to that of other people</i> <i>I can give reasons for my answers to questions</i> <i>I can describe what the Shabbat meal is like</i> <i>I can describe special meals in my family</i>		
		Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? <i>I can say how Rosh Hashanah brings people together</i> <i>I can describe what happens on Yom Kippur</i> <i>I can describe how Yom Kippur can help Jewish people across the whole year</i> <i>I can reflect on my own behaviour and mistakes I have made</i> <i>I can choose ways to solve disagreements with people</i> <i>I can imagine or describe what it is like to take part in a festival</i>					