



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits		<b>Teddy Bears Picnic</b>	<b>Letter to the Prime minster</b> <i>Ban Palm Oil</i> <b>Christmas Production</b>	<b>Great Fire of London Workshop</b>	<b>Dress up as Crayons day</b>	<b>Seaside trip</b>	<b>Engineering day</b> <i>Making and doing things</i> <b>Local Area Walk</b>
Texts studied		<i>Bear Under the Stairs</i> by Helen Cooper <i>Billy and the Beast</i> by Nadia Shireen	<i>There's a Rang-tang in my Bedroom</i> by James Sellick <i>Tadpole's Promise</i> by Jeanne Willis	<i>A Walk in London</i> by Salvatore Rubbino <i>The Great Fire of London</i> by Emma Adams	<i>Jim and the Beanstalk</i> by Raymond Briggs <i>The Day the Crayons Quit</i> by Drew Daywalt	<i>The day the Crayons Came Home</i> by Drew Daywalt <i>Rosie Revere, Engineer</i> by Andrea Beaty	<i>Ada Twist, Scientist</i> by Andrea Beaty <i>Flotsam</i> by David Wiesner
Text types taught in writing	Wk 1	4 days (week 1) <b>Recount of summer holiday</b> Simple sentences Use of conjunctions Use of adjectives Story map Structure of a story	4 days (week 1) <b>Persuasive letter</b> Present tense Usually generic participants Use of logical language constructions Use of persuasive devices e.g. emotive language, rhetorical questions Formal language and constructions to give an air of authority	2 days (week 1) <b>Diary</b> Mostly past tense Specific participants Use of adverbials to indicate sequence Indications of time Style can be personal or impersonal	<b>Character description</b> Introduce a character one and build tension The overarching purpose of a story can also vary, depending on the type of story Variation in sentence structure Use of language that conveys plot and character Use of language to give clear images in the mind of the reader Use of language to indicate time and sequence	<b>Language features</b> Use of language that conveys plot and character Use of language to give clear images in the mind of the reader Use of language to indicate time and sequence Consistent viewpoint	<b>Instructions</b> Diagrams/pictures + labels Present tense Imperative form Clear, concise and exact language Use of adverbials and numbers for sequence
	Wk 2						
	Wk 3						
	Wk 4	<b>Recount</b> Mostly past tense Specific participants Use of adverbials to indicate sequence Indications of time Style can be personal or impersonal	<b>Setting description</b> Variation in sentence structure Use of language that conveys plot and character Use of language to give clear images in the mind of the reader Use of language to indicate time and sequence	<b>Recount</b> Mostly past tense Specific participants Use of adverbials to indicate sequence Indications of time Style can be personal or impersonal	4 days (week 5) <b>Letter writing</b> Present tense Usually generic participants Use of logical language constructions Use of persuasive devices e.g. emotive language, rhetorical questions Formal language and constructions to give an air of authority	4 days (week 4) 2 days (week 6) <b>Report</b> Present tense (unless historical) General nouns and pronouns Third person Technical words and phrases Descriptive language for clarity	<b>Character description</b> Introduce a character one and build tension The overarching purpose of a story can also vary, depending on the type of story Variation in sentence structure Use of language that conveys plot and character Use of language to give clear images in the mind of the reader Use of language to indicate time and sequence 2 days (week 8)
	Wk 5						
	Wk 6	<b>Narrative</b> Variation in sentence structure Use of language that conveys plot and character	3 days (week 8) <b>Poetry</b> Deliberate vocabulary choices Imagery Alliteration Similes Metaphor				
	Wk 7						
	Wk 8						



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Phonics (Little Wandle Units) & Spellings	Wk 1	4 days	4 days Assessment	2 days	Yr 2 Aut 2 The /ʒ/ sound spelt or after w and the /ʒ/ sound spelt ar after w	Yr 2 Spr 1 The /l/ or /ə/ sound spelt -le at the end of words	Yr 2 Spr 1 The /n/ sound spelt kn and (less often) gn at the beginning of words and The /ʒ/ sound spelt s
	Wk 2	Yr 1 Spr 1 Wks 1 & 2 leel y funny lel ea head lwl wh where loal oe ou toe shoulder lighl y fly loal ow snow lj/ g giant lfl ph phone <b>Tricky words</b> any, many, again, who, whole, where, two	Yr 1 Sum 1 Wks 1 & 2 ay play a-e shake ea each e he ie pie i-e time o go o-e hom	<b>Review and Assessment</b>  <b>Spellings for whole class teaching from this point</b> <b>Phonics intervention groups run separately</b>	Yr 2 Aut 2 The suffixes -ment, -ness, -ful, -less and -ly	Yr 2 Spr 1 Homophones and near-homophones	Yr 2 Spr 2 The possessive apostrophe (singular nouns)
	Wk 3	Yr 1 Spr 1 Wks 3 & 4 lll le al apple metal lsl c ice lvl ve give lul o-e o ou some mother young lzl se cheese lsl se ce mouse fence leel ey donkey <b>Tricky words</b> school, call, different, thought, through, friend, work	Yr 1 Sum 1 Wks 3 & 4 ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy	Yr 2 Aut 1 The /dʒ/ sound spelt as ge and dge at the end of words, and spelt as g elsewhere before e, i and y	Yr 2 Aut 2 Contractions	Yr 2 Spr 1 The /l/ or /ə/ sound spelt -el at the end of words	Yr 2 Spr 2 Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it
	Wk 4	Yr 1 Spr 1 Wk 5 lool u ew ue e-e ui ou oo fruit soup leel ea e e-e ie ey y ee lsl se s zz loal ow oe ou o-e o oa <b>Assessment</b>	Yr 1 Sum 1 Wks 5 & 6 i tiger a paper ow snow u univorn ph phone wh wheel ie shield g giant	Yr 2 Aut 1 Homophones and near-homophones	Yr 2 Aut 2 Words ending in -tion	4 days Yr 2 Spr 1 The /l/ or /ə/ sound spelt -al at the end of words	Yr 2 Spr 2 Adding the endings -ed, -ing, -er, -est, and -y to words ending in -e with a consonant before it
	Wk 5	Yr 1 Spr 2 Wks 1 & 2 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 lorl al half lorl a father <b>Tricky words</b> once, laugh, because, eye	<b>Assessment</b>	Yr 2 Aut 1 The /i:/ sound spelt ey	4 days Yr 2 Aut 2 Exception words	Yr 2 Spr 1 Exception Words	Yr 2 Spr 2 Adding -ed, -ing, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel
	Wk 6	Yr 1 Spr 2 Wks 3 & 4 lorl a water Schwa in longer words: different lol a want lairl ear ere bear there lurl ear learn lrl wr wrist lsl st sc whistle science Schwa at the end of words: actor	Yr 1 Sum 2 Wks 1 & 2 lail eigh aigh ey ea eight straight grey break lnl kn gn knee gnaw lml mb thumb learl ere eer here deer lzh/ su si treasure vision lj/ dge bridge lil y crystal lge large <b>Tricky words</b> busy, beautiful, pretty, hour, move, improve, parents, shoe	Yr 2 Aut 1 Exception Words		2 days	Yr 2 Spr 2 Exception Words
	Wk 7	Yr 1 Spr 2 Wk 5 lc ch school lsh/ ch chef lzl/ sl/ ce se ze freeze <b>Assessment</b>	Yr 1 Sum 2 Wks 3 & 4 lsh/ ti ssi si ci potion mission mansion delicious lorl augh our oor ore daughter pour oor more	Yr 2 Aut 1 The /d/ sound spelt a after w and qu			Yr 2 Sum 1 The /r/ sound spelt wr at the beginning of words
	Wk 8		3 days				2 days



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Writing skills taught	<p><b>Composing</b> Write first sentences that will hook the reader in <u>Write a coherent story (EXS KS1)</u> <u>Write about personal experiences and real events (EXS KS1)</u> Link ideas to make writing flow e g last time, also, after, then, soon, at last, and another thing</p> <p><b>Evaluating</b> Edit their work by making simple additions and revisions (GD KS1)</p> <p><b>Grammar</b> Use -ly adverbs</p>	<p><b>Composing</b> Write first sentences that will hook the reader in Use powerful verbs for noise Use short sentences for impact <u>Use adventurous vocabulary</u></p> <p><b>Grammar</b> <u>Write and use expanded noun phrases</u> Use precise and appropriate verbs when writing <u>Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u></p>	<p><b>Composing</b> Add pairs of adjectives Use alliteration <u>Write about personal experiences and real events (EXS KS1)</u> Link ideas to make writing flow e g last time, also, after, then, soon, at last, and another thing</p> <p><b>Evaluating</b> Edit their work by making simple additions and revisions (GD KS1)</p> <p><b>Grammar</b> Use -ly adverbs <u>Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u></p>	<p><b>Composing</b> Create appropriate character names <u>Write a coherent story (EXS KS1)</u> <u>Use adventurous vocabulary</u></p> <p><b>Evaluating</b> <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></p> <p><b>Grammar</b> <u>Write and use expanded noun phrases</u> Use the progressive form of verbs (-ing) to write about actions in progress e g He was thinking, she is dancing <u>Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u></p> <p><b>Punctuation</b> Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</p> <p><b>Spelling</b> Spell contracted words using the apostrophe</p>	<p><b>Composing</b> Write first sentences that will hook the reader in <u>Write about personal experiences and real events (EXS KS1)</u> <u>Use adventurous vocabulary</u></p> <p><b>Evaluating</b> <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></p> <p><b>Grammar</b> <u>Write and use expanded noun phrases</u> Use the progressive form of verbs (-ing) to write about actions in progress e g He was thinking, she is dancing</p>	<p><b>Composing</b> Link ideas to make writing flow e g last time, also, after, then, soon, at last, and another thing Write first sentences that will hook the reader in Use short sentences for impact Add pairs of adjectives Create list sentences e g The room was in such a state Socks, mugs, books, toys and empty crisp packets were everywhere</p> <p><b>Evaluating</b> <b>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</b></p> <p><b>Grammar</b> Use the progressive form of verbs (-ing) to write about actions in progress e g He was thinking, she is dancing Use precise and appropriate verbs when writing</p> <p><b>Punctuation</b> Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2) Use apostrophes for singular possession (contributes to GD KS1) Use commas for lists (contributes to GD KS1, WTS KS2)</p> <p><b>Spelling</b> Spell contracted words using the apostrophe and use the possessive apostrophe with singular nouns Spell frequently confused common homophones</p>
	<p><b>Objectives taught throughout the year</b></p> <p><b>Planning</b> <u>Ensure that there is a clear structure to their writing</u></p> <p><b>Composing</b> <u>Develop an idea over several sentences</u> Improve their writing style by using some techniques from Appendix A Year 2 Add detail to make their writing lively and interest the reader (including some vocabulary from Appendix B – Year 2) <b>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</b> Use alliteration</p> <p><b>Grammar</b> <u>Write consistently in 'past' or 'present' tense (EXS KS1)</u></p> <p><b>Spelling</b> <u>Often chooses the correct grapheme where there are several options (EXS KS1) using knowledge of frequency, position and visual discrimination</u> <u>Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)</u></p>					



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<b>Reading skills taught</b>	<b>Fact retrieval/questioning</b> Retrieve information from the text to answer questions <b>Word reading</b> Blend GPCs to read accurately Word reading Recognise alternative sounds for graphemes Decrease reliance on 'sounding out' in common words Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words of two or more syllables	<b>Predicting</b> Predict what may happen based on previous events <b>Linking</b> Develop understanding by linking reading to prior knowledge and/or background information <b>Fact retrieval/questioning</b> Retrieve information from the text to answer questions <b>Summarising</b> Identify the main point in a section of page <b>Word reading</b> Read words containing common suffixes Self-correct when reading aloud Decode unfamiliar words automatically Read fluently and confidently	<b>Inference</b> Use inference to draw simple conclusions about characters, settings and events <b>Clarifying</b> Check that the text makes sense as they read, reread and use a range of strategies to understand the meaning of unfamiliar words Discuss meaning of new words and link these with words already known <b>Understanding writer's use of language</b> Discuss which words and phrases are effective	<b>Fact retrieval/questioning</b> Retrieve information from the text to answer questions <b>Clarifying</b> Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words <b>Understanding text organisation</b> Recognise and discuss features of different texts <b>Inference</b> Use inference to draw simple conclusions about characters, settings and events	<b>Imagining</b> Respond imaginatively to what they have read or listened to e.g. drama, drawing, music <b>Broadening as a reader</b> Engage with and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that which they can read independently Discuss the sequence of events and how events are connected Discuss and give opinions about books, backed up by reasons	<b>Performing</b> Re-tell classic poems by heart <b>Broadening as a reader</b> Express a preference for certain authors and explain why <b>Being a researcher</b> Use indexes, contents pages, headings and captions to navigate non-fiction texts Navigate simple alphabetically ordered texts Use screen based book conventions to find information efficiently and safely
<b>Handwriting</b>  Starting points are based on assessment from Autumn 1 If children progress quicker than expected, more Yr 2 objectives will be taught	<b>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</b>  <b>The following letter families will be taught</b> Yr 1 objective 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)	<b>Capital letters</b> 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 <b>Numbers 1 – 10</b> <b>Practising consistent size and height of small letters</b> Yr 1 objectives	<b>Diagonal join to Set 1 letters</b> <sup>ed</sup> <b>Diagonal join to Set 1 and 2 letters</b> <sup>ig</sup> <b>Diagonal join to Set 3 letters</b> <sup>ar</sup> <b>Diagonal join to Set 4 letters</b> <sup>aw</sup> <b>Diagonal join to the top of Set 1 letters</b> <sup>ef</sup> <b>Diagonal join to the top of Set 2 letters</b> <sup>il</sup> Yr 1 objectives	<b>Diagonal join to the top of Set 3 letters</b> <sup>ck, tch</sup> <b>To form and join from the letter w</b> <sup>wa</sup> <b>Practising the horizontal join</b> <sup>oo</sup> <b>Horizontal join to Set 3 letters</b> <sup>or, ore</sup> <b>Practising the fourth join to Set 1 letters</b> <sup>of</sup> <b>Practising the fourth join to Set 2 letters</b> <sup>wl</sup> Yr 1 objectives	<b>Ensure spacing between words is appropriately sized</b> <b>Write legibly (WTS KS2)</b> <b>Practising joining to the top</b> <sup>ai</sup> <b>Practising the join from the letter e</b> <sup>ee</sup> <b>Practising joining from the letter i</b> <sup>ie</sup> <b>Practising the horizontal join</b> <sup>oa</sup> <b>Practising the size and height of letters</b> <sup>oo</sup>	<b>Practising joining from the letter o</b> <sup>oi</sup> <b>Practising capital letters</b> <b>Practising joining to the letter a</b> <sup>ea</sup> <b>Practising joining to the letter r</b> <sup>er</sup>



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White Rose units taught	Wk 1 4 days Place value	4 days Addition and subtraction	2 days Money	Multiplication and Division	Mass, capacity and temperature	Time
	Wk 2 Place value	Assessment Week	Money	Length and height	Fractions	Time
	Wk 3 Place value	Addition and subtraction	Money	Length and height	Fractions	Time
	Wk 4 Place value	Addition and subtraction	Multiplication and Division	Mass, capacity and temperature	4 days Fractions	Statistics
	Wk 5 Place value	Addition and Subtraction	Multiplication and Division	4 days Mass, capacity and temperature	Fractions	Statistics
	Wk 6 Addition and subtraction	Shape	Multiplication and Division		2 days Consolidation	Position and Direction
	Wk 7 Addition and subtraction	Shape	Multiplication and Division			Position and Direction
	Wk 8	3 days Consolidation				2 days Consolidation
Mental maths skills taught	Wk 1 4 days Place Value	4 days Count in 10s from any given number	2 days			
	Wk 2 Count to 20 Recognise one more & one less than a given number	Double numbers up to 20	10 times tables	Count to 30 Recognise one more & one less than a given number	Double numbers up to 30	10 times tables
	Wk 3 Count in 2s to 20 Number bonds to 10	Halve numbers up to 20	10 times tables and division	Count in 2s to 20 Number bonds to 10	Halve numbers up to 30	10 times tables and division
	Wk 4 Numbers bonds to 10 Number bonds to 20	2 x tables	10 x tables	Numbers bonds to 10 Number bonds to 20	4 days 2 x tables	3x tables
	Wk 5 Counting forwards and backwards to 100 Recognising one more and one less from given number	2 x tables and division	10 x tables and division	4 days Counting forwards and backwards to 100 Recognising one more and one less from given number	2, 5, 10 x tables and division	3x tables and division
	Wk 6 Count in 10s to 100 Count in 2s to 100	5 x tables	5 x tables		2 days 2, 5, 10 x tables	2, 5, 10, 3 x tables
	Wk 7 Count in 5s to 100	5 x tables and division	Revision			Revision
	Wk 8	3 days				2 days Revision



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Science units and skills Unit skills ‘Thinking Scientifically’ objectives	<b>Living Things and their Habitats</b> <i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i> <i>Identify and name a variety of plants and animals in their habitats, including microhabitats</i> <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</i>  Ask simple questions and recognise that they can be answered in different ways Use observations to identify, describe, compare, group and explain observations and reasoning for grouping Use observations to answer questions Present what they have learnt and how they found it out With help, communicate this in a variety of ways, including orally or written and use scientific language when communicating their results	<b>Animals, Including Humans</b> <i>Notice that animals, including humans, have offspring which grow into adults</i> <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>  Ask simple questions and recognise that they can be answered in different ways Observe and comment on patterns and relationships Use observations to answer questions With help, record data in different ways to answer questions Present what they have learnt and how they found it out With help, communicate this in a variety of ways, including orally or written and use scientific language when communicating their results	<b>Plants</b> <i>Observe and describe how seeds and bulbs grow into mature plants</i> <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i>  When questioned, independently make a prediction based on observations Using equipment already provided, perform simple tests which have been planned as a whole class but children may make changes of their own / thinking of their own ideas, whilst performing the test Observe and comment on patters and relationships With help, record data in different ways to answer questions	<b>Uses of Everyday Materials</b> <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>  Ask simple questions and recognise that they can be answered in different ways Begin to use secondary sources to answer them Using equipment already provided, perform simple tests which have been planned as a whole class but children may make changes of their own / thinking of their own ideas, whilst performing the test Use observations to identify, describe, compare, group and explain observations and reasoning for grouping Check their results make sense and their results answer the question they asked or were asked in the first instance Ask pupils the questions ‘Do you now know the answer to the question from the beginning of the test?’ If pupils answer no, follow up with ‘What other questions can we ask to find and answer?’	<b>TAPS Assessment – Ice Escape</b> Ask simple questions and recognise that they can be answered in different ways Use observations to identify, describe, compare, group and explain observations and reasoning for grouping Use observations to answer questions Present what they have learnt and how they found it out With help, communicate this in a variety of ways, including orally or written and use scientific language when communicating their results	



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PE units and skills	<b>Fundamentals</b> <i>I am beginning to provide feedback using key words</i> <i>I am beginning to turn and jump in an individual skipping rope</i> <i>I can describe how my body feels during exercise</i> <i>I can show balance when changing direction</i> <i>I can show hopping, skipping and jumping movements with some balance and control</i> <i>I can work co-operatively with a partner and a small group</i> <i>I show balance and co-ordination when running at different speeds</i> <b>Yoga</b> <i>I am beginning to provide feedback using key words</i> <i>I can copy, remember and repeat yoga flows</i> <i>I can describe how my body feels during exercise</i> <i>I can move from one pose to another thinking about my breath</i> <i>I can use clear shapes when performing poses</i> <i>I can work with others to create simple flows showing some control</i>	<b>Dance</b> <i>I am beginning to provide feedback using key words</i> <i>I can copy, remember, repeat and create dance phrases</i> <i>I can describe how my body feels during exercise</i> <i>I can show a character and idea through the actions and dynamics I choose</i> <i>I can use counts to stay in time with the music</i> <i>I can work with a partner using mirroring and unison in our actions</i> <i>I show confidence to perform</i> <b>Ball Skills</b> <i>I am beginning to provide feedback using key words</i> <i>I am beginning to understand and use simple tactics</i> <i>I can dribble a ball with my hands and feet with some control</i> <i>I can roll and throw a ball to hit a target</i> <i>I can send and receive a ball using both kicking and throwing and catching skills</i> <i>I can track a ball and collect it</i> <i>I can work co-operatively with a partner and a small group</i>	<b>Fitness</b> <i>I can describe how my body feels during exercise</i> <i>I can show hopping and jumping movements with some balance and control</i> <i>I persevere with new challenges</i> <i>I show determination to continue working over a longer period of time</i> <i>I understand that running at a slower speed will allow me to run for a longer period of time</i> <i>I work with others to turn a rope and encourage others to jump at the right time</i> <b>Invasion Games</b> <i>I can describe how my body feels during exercise</i> <i>I can dodge and find space away from the other team</i> <i>I can move with a ball towards goal</i> <i>I can sometimes dribble a ball with my hands and feet</i> <i>I can stay with another player to try and win the ball</i> <i>I know how to score points and can remember the score</i> <i>I know who is on my team and I can attempt to send the ball to them</i>	<b>Gymnastics</b> <i>I am beginning to provide feedback using key words</i> <i>I am proud of my work and confident to perform in front of others</i> <i>I can perform the basic gymnastic actions with some control and balance</i> <i>I can plan and repeat simple sequences of actions</i> <i>I can use directions and levels to make my work look interesting</i> <i>I can use shapes when performing other skills</i> <i>I can work safely with others and apparatus</i> <b>Target Games</b> <i>I am able to select the appropriate skill for the situation</i> <i>I can throw, roll or strike a ball to a target with some success</i> <i>I can work co-operatively with a partner and a small group</i> <i>I understand the principles of a target game and can use different scoring systems when playing games</i> <i>I understand what good technique looks like and can use key words in the feedback I provide</i>	<b>Team Building</b> <i>I can follow instructions carefully</i> <i>I can say when I was successful at solving challenges</i> <i>I can share my ideas and help to solve tasks</i> <i>I can work co-operatively with a partner and a small group</i> <i>I show honesty and can play fairly</i> <i>I understand how to use, follow and create a simple diagram/map</i> <b>Athletics</b> <i>I can describe how my body feels during exercise</i> <i>I can identify good technique</i> <i>I can jump and land with control</i> <i>I can use an overarm throw to help me to throw for distance</i> <i>I can work with others, taking turns and sharing ideas</i> <i>I show balance and co-ordination when running at different speeds</i> <i>I try my best</i>	<b>Sending and Receiving</b> <i>I am beginning to provide feedback using key words</i> <i>I am beginning to trap and cushion a ball that is coming towards me</i> <i>I can accurately throw and kick a ball to a partner</i> <i>I can catch a ball passed to me, with and without a bounce</i> <i>I can roll a ball to hit a target</i> <i>I can track a ball and stop it using my hands and feet</i> <i>I can work co-operatively with a partner and a small group</i> <i>I can work safely to send a ball towards a partner using a piece of equipment</i> <b>Athletics</b> <i>I can describe how my body feels during exercise</i> <i>I can identify good technique</i> <i>I can jump and land with control</i> <i>I can use an overarm throw to help me to throw for distance</i> <i>I can work with others, taking turns and sharing ideas</i> <i>I show balance and co-ordination when running at different speeds</i> <i>I try my best</i>





Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History units and skills</b>	<b>Comparing Significant Individuals</b> <b>Who is the greatest history maker?</b>  <i>I can explain how people in different parts of history are the same and different</i> <i>I can explain how events from history are the same and different</i> <i>I can say what century or events happened in</i> <i>I can say what it means to make history</i> <i>I can say why I think some historical people were important</i> <i>I can think of some ways people might make history in future</i>  Note: this topic looks at a wide variety of people from different periods and backgrounds and the children have to make comparisons		<b>Local History</b> <b>Story of Basildon – Plotlands</b>  <i>I can say what year some key events happened in</i> <i>I can say how ways of life in different parts of history are the same and different</i> <i>I can order events and explain my thinking</i> <i>I can describe connections over time</i> <i>I can describe what life on the Plotlands was like</i> <i>I can compare maps of Basildon and say how they are the same and different</i> <i>I can say why the New Town was built</i>  Note: this local history unit teaches children to make comparisons between life in Britain at different points in the 20 <sup>th</sup> Century using pictures and artefacts		<b>Events Beyond Living Memory</b> <b>Why was Charles sent to prison?</b>  <i>I can voluntarily ask questions about what I have read and heard</i> <i>I can start to choose sources I use to find out about the past</i> <i>I can chose and use parts of stories I know to show I understand the key features of events</i> <i>I can say how people communicated in the past</i> <i>I can say how WWI affected children</i> <i>I can say how WWI affected animals</i>  Note: this unit focuses on WWI and the effect it had on British society	
<b>Geography units, skills and knowledge</b>		<b>Continents and Oceans</b> <i>I can use North, South, East and West to describe locations and routes on a map</i> <i>I can show an interest in what I am learning about by asking questions about what I have seen, heard, or read</i> <i>I can use digital maps</i> <i>I can understand where I am in the world</i> <i>I can locate and name the seven continents on a map</i> <i>I can locate and name the oceans on a map</i>		<b>Hot and Cold Places</b> <i>I can use simple locational language</i> <i>I can start to choose the information I use</i> <i>I can begin to highlight and annotate digital maps</i> <i>I can identify hot and cold places on a map</i> <i>I can recognise the features of hot and cold places</i> <i>I can say how animals have adapted to hot and cold places</i>		<b>Contrasting Locality Study Lagos, Nigeria</b> <i>I can use aerial photographs and plan perspectives to recognise landmarks and basic features</i> <i>I can use simple grid references to locate squares on a map</i> <i>I can recognise and identify basic OS symbols</i> <i>I can describe the physical and human features of Lagos</i> <i>I can locate Lagos on different maps</i> <i>I can say how daily life in Lagos is different to life in Basildon</i>
<b>Geography Fieldwork activities</b>			<b>Map Work</b> Where in our local area would be the best place for a day out?  <i>I can make more sophisticated data recordings</i> <i>I can create a simple map</i>	<b>Weather Pattern Analysis</b> What clothes or equipment would I need for trips to different places?  <i>I can start to choose the information I use</i>		<b>Local Area Walk</b> Compare Basildon to Lagos  <i>I can create and use first-hand observations</i>





Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art and Design units and skills</b>		<b>Print Making</b> <i>I can explore creating simple pictures through printing with a range of hard and soft materials</i> <i>I can use equipment and media correctly to produce a clean printed image</i> <i>I can experiment with overprinting motifs and colour</i> <i>I can use layers of two or more colours</i> <i>I can explain an overview of my planned artwork before I start, using some art vocabulary</i> <i>I can clearly verbalise my artistic likes/dislikes</i>		<b>Drawing</b> <i>I will colour in within the lines</i> <i>I will use some shading when colouring</i> <i>My drawings depict 'what is seen' not 'what is known'</i> <i>I can independently add detail to drawings from observations, imagination and illustrations</i> <i>I can clearly verbalise my artistic likes/dislikes</i> <i>I can accept that some people may have different views and listen courteously about what I have seen</i> <i>I can independently identify similarities and differences between artworks</i>		<b>Painting</b> <i>I can begin to apply tone to add depth or form</i> <i>I can begin to mix colours to make shades and tones and predict the results</i> <i>I can add white to colours to make tints and black to colours to make tones</i> <i>I can explore painting on different surfaces</i> <i>I can independently identify similarities and differences between artworks</i> <i>I can think critically by discussing the effect of my artwork</i>	
<b>Design and Technology units and skills</b>			<b>Structures: Baby Bear's Chair</b> <i>I can create a simple diagram</i> <i>I can start to share my ideas while I am building my project</i> <i>I can listen courteously to views that differ from my own</i> <i>To understand that the shape of materials can be changed to improve the strength and stiffness of structures</i> <i>I know that shapes and structures with wide, flat bases or legs are the most stable</i> <i>I know that materials can be manipulated to improve strength and stiffness</i>		<b>Mechanisms: Fairground Wheels</b> <i>I can use scales in twos, fives, tens</i> <i>I can relate products to my design criteria</i> <i>I can use ICT to create a simple info-sheet about my work</i> <i>I know that mechanisms are a collection of moving parts that work together as a machine to produce movement</i> <i>I know the features of a Ferris wheel include the wheel, frame, pods, a base an axle and an axle holder</i> <i>I know that it is important to test my design as I go along so that I can solve any problems that may occur</i>		<b>Mechanisms: Making a moving monster</b> <i>I can make comments about the function and purpose of my product, and its personal appeal</i> <i>I can select from materials that are given to me</i> <i>I can measure to the nearest cm and g</i> <i>I can follow advice from adults or peers</i> <i>I know that a lever is something that turns on a pivot</i> <i>I know that an output is the movement that happens as a result of the input</i>
<b>Computing units taught</b>	<b>Wk 1</b>	4 days	4 days	2 days	<b>2.6 Creating Pictures</b>	<b>2.8 Presenting Ideas</b>	<b>2.1 Coding</b>
	<b>Wk 2</b>	<b>2.2 Online Safety</b>	<b>2.4 Questioning</b>	<b>2.7 Making Music</b>	<b>2.6 Creating Pictures</b>	<b>2.8 Presenting Ideas</b>	<b>2.1 Coding</b>
	<b>Wk 3</b>	<b>2.2 Online Safety</b>	<b>2.4 Questioning</b>	<b>2.7 Making Music</b>	<b>2.6 Creating Pictures</b>	<b>2.8 Presenting Ideas</b>	<b>2.1 Coding</b>
	<b>Wk 4</b>	<b>2.2 Online Safety</b>	<b>2.4 Questioning</b>	<b>2.7 Making Music</b>	<b>2.6 Creating Pictures</b>	4 days <b>2.8 Presenting Ideas</b>	<b>2.1 Coding</b>
	<b>Wk 5</b>	<b>2.5 Effective Searching</b>	<b>2.4 Questioning</b>		4 days <b>2.6 Creating Pictures</b>	<b>2.8 Presenting Ideas</b>	<b>2.1 Coding</b>
	<b>Wk 6</b>	<b>2.5 Effective Searching</b>	<b>2.4 Questioning</b>	<b>E-Safety Day 2024</b>		2 days	<b>2.1 Coding</b>
	<b>Wk 7</b>	<b>2.5 Effective Searching</b>	<b>2.4 Questioning</b>				<b>2.1 Coding</b>
	<b>Wk 8</b>		3 days				2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE units and skills	<b>Healthy and Happy Friendships</b> <i>Children know how understand what makes a happy friendship Children recognise personal boundaries Children recognise safe/unsafe situations</i>		<b>Caring and Responsibility</b> <i>Children can identify the different communities and groups they belong to Children can identify how we support each other in different communities and groups</i>		<b>Coping with Change</b> <i>Children can explore how their bodies change as they grow older Children can describe how their needs change as they grow older Children develop aspirations for the future</i>	
	<b>Similarities and Differences</b> <i>Children explore different strengths and abilities Children know how to understand and challenge stereotypes</i>		<b>Money and Work</b> <i>Children know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments Children can explain how money can be kept and looked after Children know about getting, keeping and spending money Children know that people are paid money for the job they do</i>		<b>Healthy Bodies, Healthy Minds</b> <i>Children know ways to stay healthy, including the safe use of household products and medicines</i>	
MFL units and skills 12 hours per year Language Angels units	<b>Families and Committed Relationships</b> <i>Children know the different people in their families Children know that some families vary</i>				<b>Money and Work</b> <i>Children are able to recognise the difference between needs and wants Children understand how people make choices about spending money, including thinking about needs and wants</i>	
	<b>Nursery Rhymes</b> <i>Recognise, recall and remember up to 6 popular nursery rhymes in Spanish with accurate pronunciation Recognise, recall and remember how to say hello and goodbye in Spanish Learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in Spanish</i>					
	<b>Seasons</b> <i>Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Anita and Osito in Spanish Recognise, recall, and remember how to say 'hello', 'I am called' as well as 'yes' and 'no' in Spanish Learn to listen attentively to a story in Spanish and be able to correctly order the stages of the story</i>					
Music units and skills	<b>Hands Feet Heart</b> <u>Understanding Music</u> <i>Use body percussion, instruments and voices Find and keep a steady beat Sing short phrases independently</i> <u>Listening</u> <i>Walk in time to the beat of a piece of music Move and dance with the music confidently Describe dynamics as loud and soft; tempo as fast and slow Recognise some band and orchestral instruments</i> <u>Singing</u> <i>Demonstrate good singing posture Move confidently to a steady beat</i> <u>Notation</u> <i>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation Identify hand signals as notation, and recognise music notation on a staff of 5 lines</i> <u>Improvising</u> <i>Explore improvement within a major scale using the notes CDE</i> <u>Performing</u> <i>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence</i>		<b>Inventing Musical Story</b> <u>Understanding Music</u> <i>Find and keep a steady beat Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low</i> <u>Listening</u> <i>Talk about how the music makes you feel Find different steady beats Start to talk about the style of a piece of music</i> <u>Singing</u> <i>Talk about feelings created by the music/song Begin to talk about and understand the style of music</i> <u>Notation</u> <i>Identify hand signals as notation, and recognise music notation on a staff of five lines</i> <u>Playing instruments</u> <i>Rehearse and learn to play simple melodic instrumental part by ear or from notation, in C major, F major and G major</i> <u>Composing</u> <i>Explore and create graphic scores Create a story, choosing and playing classroom instruments Create a simple melody using crotchets and minims: CDEFG; GAB</i>		<b>Recorder</b> <u>Understanding Music</u> <i>Find and keep a steady beat Copy back simple rhythmic patterns using long and short</i> <u>Notation</u> <i>Identify hand signals as notation, and recognise music notation on a staff of five lines Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: BAG</i> <u>Playing instruments</u> <i>Rehearse and learn to play simple melodic instrumental part by ear or from notation Rehearse and learn a simple instrumental part by ear or from notation, using the notes GAB</i> <u>Performing</u> <i>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in performance</i>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE units and skills	<p><b>Religion:</b> Christianity  <b>Unit Name:</b> What did Jesus teach?  <b>Key Enquiry:</b> Key Enquiry: Is it possible to be kind to everyone all of the time?  <b>Theology:</b>  <b>Children can explain what religious people can learn from stories</b>  <b>Philosophy:</b>  <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>  <i>Children can say how people decide what is right and wrong</i>  <i>Children can say what they think is 'good' and 'bad' and why</i>  <i>Children can say what is confusing and puzzling about the world of religion and belief</i></p> <p><b>Religion:</b> Islam  <b>Unit Name:</b> Prayer at home  <b>Key Enquiry:</b> Does praying at regular intervals help a Muslim in their everyday life?  <b>Philosophy:</b>  <i>Children can use their senses to inform them about the world of religion and belief</i>  <b>Human / Social Sciences</b>  <i>Children can explain what it means to belong to the Islamic community</i>  <i>Children can explain what happens in the daily life of a Muslim</i>  <i>Children can say what it means to be part of a religious family</i></p>		<p><b>Religion:</b> Judaism  <b>Unit Name:</b> Passover  <b>Key Enquiry:</b> How important is it for Jewish people to do what God asks them to do?  <b>Theology:</b>  <i>Children can explain what religious people remember at key festivals</i>  <i>Children can explain what religious people learn from stories</i>  <b>Human / Social Sciences</b>  <i>Children can say why symbols and artefacts (items on the Seder plate) are important to some people</i>  <i>Children can describe how festivals and celebrations bring people together</i></p> <p><b>Religion:</b> Christianity  <b>Unit Name:</b> Easter – Resurrection  <b>Key Enquiry:</b> How important is it to Christians that Jesus came back to life after his crucifixion?  <b>Theology:</b>  <i>Children can say what religious people say that good is like</i>  <i>Children can explain what religious people remember at key festivals</i>  <i>Children can explain what religious people learn from stories</i></p>		<p><b>Religion:</b> Islam  <b>Unit Name:</b> Community and belonging  <b>Key Enquiry:</b> Does going to a Mosque give Muslims a sense of belonging?  <b>Human / Social Sciences:</b>  <i>Children can explain what it means to belong to the Islamic community</i>  <i>Children can explain what happens in the daily life of a Muslim</i>  <i>Children can say what it means to be part of a religious family</i>  <i>Children can say how worship and gatherings give people a sense of belonging</i></p> <p><b>Religion:</b> Islam  <b>Unit Name:</b> Hajj  <b>Key Enquiry:</b> Does completing Hajj make a person a better Muslim?  <b>Philosophy:</b>  <i>Children can make links between beliefs and behaviours</i>  <i>Children can say what they think is puzzling about the world of religion and belief</i>  <b>Human / Social Sciences:</b>  <i>Children can explain what it means to be part of the Islamic community</i>  <i>Children can say how ceremonies give people a sense of belonging</i></p>	