



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits	Teddy bear's picnic		Great Fire of London Workshop	Dress up as crayons	Library trip to research Plotlands	Farm trip
Productions and Performances		Christmas Performance				KS1 Music Festival <i>Selected children only</i>
Texts studied	The Bear Under the Stairs <i>Helen Cooper</i> Billy and the Beast <i>Nadia Shireen</i>	There's a Rang-Tang in my Bedroom <i>James Sellick</i> Tadpole's Promise <i>Jeanne Willis</i>	A Walk in London <i>Salvatore Rubbino</i> The Great Fire of London <i>Emma Adams</i>	The Day the Crayons Quit <i>Drew Daywalt</i> Jim and the Beanstalk <i>Raymond Briggs</i>	The Day the Crayons Came Home <i>Drew Daywalt</i> Flotsam <i>David Weisner</i>	Rosie Revere, Engineer <i>Andrea Beaty</i> Ada Twist, Scientist <i>Andrea Beaty</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types taught in writing and objectives	<p>The Bear Under the Stairs Recount</p> <p>Writing to provoke a feeling or emotion The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Use of capital letters, full stops Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes Read aloud what they have written with appropriate intonation to make the meaning clear Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>There’s a Rang-Tang in my Bedroom Persuasive letter</p> <p>Writing to persuade Use adverbs and simple adverbials to express time, place and manner Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Introduction to inverted commas to punctuate direct speech Contracted forms, e.g. [Let’s get you an ice pack... They wouldn’t have... if they hadn’t... They’ve taken the sheep!] Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>A Walk in London Diary</p> <p>Writing to retell events Use adverbs and simple adverbials to express time, place and manner Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl’s name] Contracted forms, e.g. [Let’s get you an ice pack... They wouldn’t have... if they hadn’t... They’ve taken the sheep!] Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>The Day the Crayons Quit Letter writing</p> <p>Writing to give a message and explore an issue Use adverbs and simple adverbials to express time, place and manner Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Use of capital letters, full stops Write narratives about personal experiences and those of others (real and fictional) Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>The Day the Crayons Came Home Narrative</p> <p>Writing to explain and explore an issue The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops, question marks and exclamation marks Introduction to inverted commas to punctuate direct speech Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Flotsam Narrative</p> <p>Writing to instruct on how something should be done Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English Use adverbs and simple adverbials to express time, place and manner Use of capital letters, full stops Commas to separate items in a list Contracted forms, e.g. [Let’s get you an ice pack... They wouldn’t have... if they hadn’t... They’ve taken the sheep!] Write narratives about personal experiences and those of others (real and fictional) Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p>
	<p>Billy and the Beast Narrative</p> <p>Writing to build tension Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English Use adverbs and simple adverbials to express time, place and manner Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops, question marks and exclamation marks Introduction to inverted commas to punctuate direct speech Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>Tadpole’s Promise Narrative</p> <p>Writing to give a message or moral The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Use of capital letters, full stops Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl’s name] Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Shape Poetry</p> <p>Writing to communicate a meaning and mental picture Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] Use of capital letters, full stops Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p>	<p>The Great Fire of London Recount</p> <p>Writing to retell events Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Use of capital letters, full stops Commas to separate items in a list Introduction to inverted commas to punctuate direct speech Write narratives about personal experiences and those of others (real and fictional) Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Jim and the Beanstalk Simple traditional/fairy tale</p> <p>Writing to build and atmosphere and entertain The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Expanded noun phrases for description and specification [e.g., the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops, question marks and exclamation marks Introduction to inverted commas to punctuate direct speech Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>Rosie Revere, Engineer Non-chronological report</p> <p>Writing to describe the way things are Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Subordination (using when, if, that, because) and coordination (using or, and, but) Use of capital letters, full stops Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl’s name] Introduction to inverted commas to punctuate direct speech Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>Ada Twist, Scientist Narrative</p> <p>Writing to show how to Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs Use adverbs and simple adverbials to express time, place and manner Use of capital letters, full stops Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write narratives about personal experiences and those of others (real and fictional) Write for different purposes Evaluate their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p> <p>Acrostic Poetry</p> <p>Writing to capture the essence of something Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and coordination Use of capital letters, full stops Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence Read aloud what they have written with appropriate intonation to make the meaning clear</p>



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Handwriting skills taught	<p>Expectations week</p> <p>Year 1 review Practising consistent size and height of small letters un, um, ur</p> <p>Reception review Form letters at the correct height; trace and write digraphs e.g th, ch, igh</p> <p>Year 1 Review</p> <p>Practising break letters b, p, z, j, g, q, y</p>	<p>Practising joining to the top ai, ay, ey</p> <p>Practising the join from the letter e ee, ea, ey</p> <p>Practising joining from the letter i ie, ide, igh</p> <p>Practising the horizontal join oa, ow, oe</p>	<p>Practising joining from the letter o oi, ou, oy</p> <p>Practising capital letters Whole alphabet</p> <p>Practising joining to the letter a ea, ear, ead</p> <p>Practising joining to the letter r er, ir, ur</p>	<p>Practising the horizontal join ou, out, ow</p> <p>Practising small letters: same height and size or, aw, au</p> <p>Practising joining to the letter r ar, air, are</p> <p>Practising joining to ascenders al, all, alk</p>	<p>Practising joining from the letter o ot, on, oe</p> <p>Practising joining to/from the letter c ice, ace, cel</p> <p>Practising writing the letter g age, dge, nge, gen</p> <p>Practising the diagonal join le, el, al, il</p> <p>Consolidate</p>	<p>Practising the two ways of joining the letter s sh, as, es</p> <p>Practising joining to the letter y ky, hy, ly</p> <p>Practising joining to the letter g ting, ring, king</p> <p>Reviewing the four handwriting joins kn, mb, wr, wh</p> <p>Practising joining from the letter w war, wan, wap</p> <p>Practising correct height and size of letters ily, ely, kly</p> <p>Punctuation I'm, I'll, he's, she's</p> <p>Consolidate</p>	
	Wk 1	4 days Expectations week	4 days Phase 5 review lail a-e ai ay a eigh ea ey aigh leel y ea ee e ie ey e-e lighl igh i-e i y ie loal ow o o-e oa oe ou	Bridge to spelling What do I need to know to think about spelling? How do I use the 'Complete the Code' chart to help me to spell?	Spelling units Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Assess and review	Spelling units Why does 'c' make the sound /s/ in s The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?
	Wk 2	Start Summer 2 content lail eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb learl ere eer here deer	loul lyool oo u u-e ew ue ou ui lairl air are ear ere lur/ er ur ir or ear low/ ou ow	Bridge to spelling Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	lor/ a water schwa in longer words: different lol a want lairl ear ere bear there	Spelling units The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Assess and review
	Wk 3	/zh/ su si treasure vision /jl/ dge bridge lil y crystal /jl/ ge large	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /chl/ ch tch ture* /sh/ sh ti ch ssi ci si	Bridge to spelling Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Spelling units Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Spelling units Why do I swap the 'y' for an 'i' when I add the suffix -es?	Spelling units Why does 'c' make the sound /s/ in some words?
	Wk 4	/sh/ ti ssi si ci potion mission mansion delicious	/jl/ j g ge dge /sl/ s ss c ce se st sc lul ou /el/ ea lil y lol a lul o o-e lool u oul schwa: er a or ar our re	Bridge to spelling When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	/cl/ ch school /sh/ ch chef /zl/ ze freeze	4 days Spelling units Why do some words have the spelling 'ey' for the sound leel?	Spelling units How can I spell the sound /zh/?
	Wk 5	/or/ augh our oar ore daughter pour oar more review	ie leel lighl y leel lighl lil ea leel /el/ lail a /al/ lail lorl	Bridge to spelling Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Spelling units Why do some words end 'ge' or 'dge'? Why can /jl/ be spelled 'j' or 'g' in different words?	Spelling units Why do some words end -le, -al, -il or -el?	Spelling units What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?
	Wk 6	Review longer words	Assess and review	Assess and review		2 days	Spelling units How can I show missing letters in a word?
	Wk 7	Assess and review	Assess and review				Assess and review
Wk 8	Assess and review					1 day	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	<p>Fluency Read most familiar words quickly and accurately, without overt blending Re-read familiar books to build up their fluency and confidence in word reading</p> <p>Phonics, etymology and morphology Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes Read words containing common suffixes Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p> <p>Poetry and rhymes Recognise simple recurring literary language Build a further repertoire of poems learnt by heart, reciting with intonation</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>	<p>Understanding language Discuss and clarify the meanings of words and their favourite words and phrases</p> <p>Understand Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity</p> <p>Identify and Retrieve Draw on what they already know or on background information and vocabulary</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>	<p>Inference Make inferences on the basis of what is being said and done</p> <p>Summarising Discuss the sequence of events in books and how information is related</p> <p>Identify and Retrieve Draw on what they already know or on background information and vocabulary</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>	<p>Structure Be introduced to non-fiction books structured in different ways</p> <p>Prediction Predict what might happen on the basis of what has been read so far</p> <p>Identify and Retrieve Draw on what they already know or on background information and vocabulary</p> <p>Inference Make inferences on the basis of what is being said and done</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>	<p>Discussion Answer and ask questions Participate in discussion about books, poems and other works, taking turns and listening to what others say</p> <p>Explanation Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>	<p>Reading for pleasure Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Themes Discuss the meaning, main ideas and morals in stories</p> <p>Inference Make inferences on the basis of what is being said and done</p> <p>Continue to revisit the phonics and fluency strands throughout the course of the year</p>
Oracy skills taught	<p>Physical I can speak clearly and confidently in a range of contexts</p> <p>Linguistic I can use newly learnt vocabulary in an appropriate way</p> <p>Cognitive I can build on others' ideas in discussions</p> <p>Social and Emotional I can encourage everyone to contribute</p>		<p>Physical I sometimes use gestures to support the delivery of my ideas e.g. gesturing towards someone if referencing their idea</p> <p>Linguistic I can use sentence stems to signal when I am building on or challenging others' ideas</p> <p>Cognitive I can ask questions to find out more about a subject</p> <p>Social and Emotional I am developing an awareness of audience, e.g. what might interest a certain group</p>		<p>Physical I often use gestures to support the delivery of ideas e.g. gesturing towards someone if referencing their idea</p> <p>Linguistic I can adapt how I speak in different situations according to my audience</p> <p>Cognitive I can make connections between what has been said and my own and others' experiences</p> <p>Social and Emotional I can confidently deliver short, pre-prepared material</p>	
Talk Tactics taught	<p>Instigate</p> <p>Build</p> <p>Challenge</p>		<p>Clarify</p>		<p>Summarise</p>	



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught		Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Time Statistics Position and Direction
Maths Mastery units covered	Wk 1	4 days Expectations week	4 days Composition of odd numbers Recap the 'shape' of an odd number Identify that odd numbers are composed of an even number and 1 more Recap that odd numbers are composed of an even number and 1 more Explore whether 7 is composed of odd parts or even parts	Number facts and arithmetic Number bonds to 20	Doubles	2 times table	Square times table
	Wk 2	Composition of numbers to 10 Children will explore how the numbers 6, 7, 8 and 9 can all be composed of two parts where 5 is one of the parts	Composition of the number 7 Identify ways to make 7 Reason about odd and even addends in expressions for 7 Practise recalling missing parts for 7 Identify missing parts when 7 is the whole	Number facts and arithmetic Making 10 or bridging through 10 strategies	Doubles	2 times table	Square times table
	Wk 3	Comparison Comparing numbers to 10 Comparing the numbers of objects in two sets within 10 using a Rekenrek Recap the language of comparison using 'more than' and 'fewer than' Compare numbers and use the language of 'more than' and 'fewer than'	Composition of the number 9 Recap that 9 is an odd number that lies in between 5 and 10 on a number line Identify and record bonds of 9 Identify the missing part to make 9	Number facts and arithmetic Solve problems that bridge through 10	Doubles	2 times table	Square times table
	Wk 4	Composition of even numbers Recap that doubles are composed by combining 2 equal groups and are even numbers Practise recalling doubles within 10 Write addition equations for doubles Sort odd and even numbers within 10 Identify that even numbers CAN be composed of 2 odd parts	Composition of the numbers 11 to 19 Identify that the numbers 11-19 are composed of '10 and a bit' Complete missing number equations Describe the composition of the numbers 11-19 as being made of '10 and _____'	Number facts and arithmetic Subtraction calculations	Doubles	4 days 2 times table	Square times table
	Wk 5	Composition of the number 6 Recap how 6 can arranged in a 2-by-3 pattern Recap the position of 6 on a 0 to 10 number line Experience different arrangements of 6 and identify arrangements that do NOT show 6 Identify the missing part of 6 in a part-part-whole diagram	Counting, cardinality and ordinality Recap that the numbers 11-15 are composed of '10 and a bit' Locate the numbers 11-15 on the number line Complete equations and inequalities, choosing the correct symbol: < > or = Identify the relative positions of 10 and 15. use knowledge of midpoints to place numbers on a number line	Number facts and arithmetic Solve subtraction problems that bridge 10	Doubles	2 times table	Square times table
	Wk 6	Composition of the number 8 Recap the position of 8 in the linear number system Work systematically to find all the ways in which 8 can be composed Identify that 8 can be composed of 2 odd parts or 2 even parts because it is an even number Recap that 8 can be composed of 2 odd parts or 2 even parts because it is an even number	Number facts and arithmetic Adding three numbers	Number facts and arithmetic Apply their knowledge of the bonds within 10 to related bonds within 100		2 days	Square times table
	Wk 7	Number bonds to 10 Identify bonds of 10 on a 10-frame Record expressions for 10, identifying odd and even pairs of addends Identify whether bonds of 10 are composed of odd or even numbers. Complete part-part-whole diagrams in which the whole is 10	Number facts and arithmetic Adding three numbers				Square times table
	Wk 8	Number bonds to 10 Complete related addition and subtraction equations					1 day



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science units and skills	<p>Living Things and Their Habitats (Part 1) <i>I can identify that most living things live in habitats to which they are suited I can explain how different habitats provide the basic needs of plants and animals I can identify and name a variety of plants and animals in their habitats, including microhabitats With support, I can communicate my findings using speech or writing, and use scientific language I can ask simple questions and recognise they can be answered in different ways I can use my observations to identify, describe, compare and group, and explain my reasons</i></p>	<p>Living Things and Their Habitats (Part 2) <i>I can identify and name a variety of plants and animals in their habitats, including microhabitats I can explain how plants and animals can depend on each other I can explain how animals obtain their food from plants and other animals, using the idea of a simple food chain I can observe and comment on patterns and relationships I can use my observations to answer questions With support, I can record data in different ways to answer questions</i></p>	<p>Uses of Everyday Materials <i>I can compare the suitability of everyday materials for particular uses I can find out how the shapes of objects made from the same materials can be changed I can use presentational talk to explain what I have found out and how I found it out I can use my observations to identify, describe, compare, and group and explain my reasons I can use the equipment provided to perform simple tests I can independently make predictions based on my observations</i></p>	<p>TAPS Investigation Waterproof Materials <i>I can make changes of my own to tests that have been planned as a whole class I can independently make predictions based on my observations I can use the equipment provided to perform simple tests I can ask simple questions and recognise they can be answered in different ways I can check if my results answer my original question and think of follow up questions if I have not I can use presentational talk to explain what I have found out and how I found it out</i></p>	<p>Plants <i>I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy I can independently make predictions based on my observations I can observe and comment on patterns and relationships I can use my observations to answer questions With support, I can record data in different ways to answer questions</i></p>	<p>Animals, Including Humans <i>I notice that animals, including humans, have offspring that grow into adults I can describe the basic needs of animals, including humans for survival (food, water, air) I can describe the importance of exercise, a balanced diet and hygiene for humans I can ask simple questions and recognise they can be answered in different ways I can begin to use secondary sources to answer my questions I can check if my results answer my original question and think of follow up questions if I have not</i></p>
PE units and skills	<p>Dance <i>I am beginning to provide feedback using key words I can copy, remember, repeat and create dance phrases I can describe how my body feels during exercise I can show a character and idea through the actions and dynamics I choose I can use counts to stay in time with the music I can work with a partner using mirroring and unison in our actions I show confidence to perform</i></p> <p>Ball Skills <i>I am beginning to provide feedback using key words I am beginning to understand and use simple tactics I can dribble a ball with my hands and feet with some control I can roll and throw a ball to hit a target I can send and receive a ball using both kicking and throwing and catching skills I can track a ball and collect it I can work co-operatively with a partner and a small group</i></p>		<p>Gymnastics <i>I am beginning to provide feedback using key words I am proud of my work and confident to perform in front of others I can perform the basic gymnastic actions with some control and balance I can plan and repeat simple sequences of actions I can use directions and levels to make my work look interesting I can use shapes when performing other skills I can work safely with others and apparatus</i></p> <p>Invasion Games <i>I can describe how my body feels during exercise I can dodge and find space away from the other team I can move with a ball towards goal I can sometimes dribble a ball with my hands and feet I can stay with another player to try and win the ball I know how to score points and can remember the score I know who is on my team and I can attempt to send the ball to them</i></p> <p>Target Games <i>I am able to select the appropriate skill for the situation I can throw, roll or strike a ball to a target with some success I can work co-operatively with a partner and a small group I understand the principles of a target game and can use different scoring systems when playing games I understand what good technique looks like and can use key words in the feedback I provide</i></p>		<p>Yoga <i>I am beginning to provide feedback using key words I can copy, remember and repeat yoga flows I can describe how my body feels during exercise I can move from one pose to another thinking about my breath I can use clear shapes when performing poses I can work with others to create simple flows showing some control</i></p> <p>Sending and Receiving <i>I am beginning to provide feedback using key words I am beginning to trap and cushion a ball that is coming towards me I can accurately throw and kick a ball to a partner I can catch a ball passed to me, with and without a bounce I can roll a ball to hit a target I can track a ball and stop it using my hands and feet I can work co-operatively with a partner and a small group I can work safely to send a ball towards a partner using a piece of equipment</i></p> <p>Athletics <i>I can describe how my body feels during exercise I can identify good technique I can jump and land with control I can use an overarm throw to help me to throw for distance I can work with others, taking turns and sharing ideas I show balance and co-ordination when running at different speeds I try my best</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills	<p>Comparing Significant Individuals Who is the greatest history maker? <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></p>		<p>Events Beyond Living Memory Why was Charles sent to prison? <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 choose 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></p>		<p>Local History Story of Basildon – Plotlands <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></p>	
Geography units, skills and knowledge		<p>Continents and Oceans <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</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</i> <i>I can locate and name the oceans on a map</i></p>		<p>Hot and Cold Places <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 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></p>		<p>Contrasting Locality Study <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></p>
Geography fieldwork activities		<p>Planning a route <i>Children will use the cardinal compass points to plan routes through their classroom, school and local area using maps</i></p>				<p>Orienteering <i>Children will have to use simple-grid references using a map of the school to complete an orienteering expedition</i></p>
Art and Design units and skills	<p>Drawing <i>I will shade and colour in one direction rather than a series of scribbles and keep colour within the lines</i> <i>I will use some shading and blending when using colour pencils (2 colours used, 1 on top of the other)</i> <i>My drawings depict 'what is seen' not 'what is known' (drawing what is in front of them and not from imagination)</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 clearly verbalise what</i></p>		<p>Painting <i>I can begin to apply tone to add depth or form such as shadows</i> <i>I can begin to mix colours to make shades and tones and predict the results and can understand what will happen if I add a lot of black or white to another colour</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 (e.g., different types and colours of paper, wood, plastic, foil, fabric)</i> <i>I can identify some similarities and differences between artworks.</i> <i>I can think critically by discussing the effect of my artwork</i></p>		<p>Print Making <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, non-smudged printed image</i> <i>I can experiment with overprinting motifs, shapes 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 (examples could be shapes, colours or repeat patterns)</i> <i>I can clearly verbalise my artistic likes/dislikes</i></p>	
Artists studied	Henri Matisse		Van Gogh		Orla Kiely	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and Technology units and skills		<p>Mechanisms: Making a moving monster <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></p>		<p>Structures: Baby Bear's Chair <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></p>		<p>Mechanisms: Fairground Wheels <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></p>
Computing units taught	<p>Computing Systems and Networks <i>I can name some computer peripherals and their functions</i> <i>I recognise that buttons cause effects</i> <i>I can explain that technology follows instructions</i> <i>I recognise different forms of technology</i> <i>I can design an invention which includes inputs and outputs</i> <i>I can explain the role of computers in the world around me</i></p>	<p>Programming <i>I recognise cause and effect when pressing buttons on a Bee-Bot</i> <i>I can discuss and demonstrate how the Bee-Bot works</i> <i>I can record video, ensuring everyone is in the shot</i> <i>I can give several clear instructions in sequence</i> <i>I can program a Bee-Bot to reach a destination</i> <i>I can identify and correct mistakes in my programming</i></p>	<p>Online Safety <i>I can explain what is meant by online information and what information is safe to be shared online</i> <i>I can explain why we need passwords and what makes a strong password</i> <i>I understand that I need to ask permission before sharing content online and explain why</i> <i>I understand that I have the right to deny my permission to information about me being shared online</i> <i>I can say who I can ask for help with online worries</i> <i>I can use some strategies to work out if online information is reliable or not</i></p>	<p>Programming <i>I can decompose a game to predict the algorithms</i> <i>I can give a definition for 'decomposition'</i> <i>I can write clear and precise algorithms</i> <i>I can create algorithms to solve problems</i> <i>I can use loops in my algorithms to make my code more efficient</i> <i>I can explain what abstraction is</i></p>	<p>Data Handling <i>I can describe and digitally draw items that humans need and explain how astronauts' survival needs are met aboard the ISS</i> <i>I can read the correct temperature on a thermometer</i> <i>I can design a display showing everything that needs to be monitored by sensors on the ISS</i> <i>I can create an algorithm that addresses all plants' needs</i> <i>I can explain how space exploration can benefit life on Earth</i> <i>I can read data to identify whether a planet might be habitable</i></p>	<p>Programming <i>I can explore a new application independently</i> <i>I can explain what the blocks on Scratch Jr do and use them for a purpose</i> <i>I can recognise a loop in coding and why it is useful</i> <i>I can use a code to create an animation of an animal moving and create an algorithm</i> <i>I can program code to run 'on tap'</i> <i>I can explain the role of the blocks in a program I have created</i></p>
PSHE units and skills	<p>Rail Safety <i>I can show how to behave safely at a level crossing</i> <i>I can recognise and follow the signs that keep us safe</i> <i>I can show what to do if there is an emergency</i> <i>I can say why we all need to be safe around railways</i> Note: Switched on Suzi lessons 4, 5, 6 and 7</p> <p>First Aid <i>I understand that it is important to ensure the safety of myself and others in the event of an emergency</i> <i>I can assist in an emergency by correctly calling for help from an adult</i> <i>I can identify a major and minor head injury</i> <i>I know to get help for a casualty who has a head injury</i></p> <p>Healthy and Happy Friendships <i>I understand what makes a happy friendship</i> <i>I recognise personal boundaries</i> <i>I recognise safe/unsafe situations</i></p> <p>Similarities and Differences <i>I explore different strengths and abilities</i> <i>I understand and challenge stereotypes</i></p>		<p>Families and Committed Relationships <i>I know the different people in my family/families</i> <i>I know that some families vary and may be different to mine</i></p> <p>Caring and Responsibility <i>I can identify the different communities and groups I belong to</i> <i>I can identify how we support each other in different communities and groups</i></p> <p>Money and Work <i>I 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</i> <i>I can explain how money can be kept and looked after</i> <i>I know about getting, keeping and spending money</i> <i>I know that people are paid money for the jobs they do</i></p>		<p>Coping with Change <i>I can explore how our bodies change as I grow older</i> <i>I can describe how my needs change as I grow older</i> <i>I develop aspirations for the future</i></p> <p>Healthy Bodies, Healthy Minds <i>I know ways to stay healthy, including the safe use of household products and medicines</i></p> <p>Money and Work <i>I am able to recognise the difference between needs and wants</i> <i>I understand how people make choices about spending money, including thinking about needs and wants</i></p>	



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Music 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>		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 follow the leader of a group or a conductor</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	Christianity Is it possible to be kind to everyone all of the time? <i>I can recount some key details from some of Jesus' parables</i> <i>I can explain why Jesus told parables</i> <i>I can explain what Christians can learn from Jesus' stories</i> <i>I can give examples of how Christian beliefs may affect people's behaviour in modern times</i> <i>I can give examples of modern parables and the messages they try and teach us</i> <i>I can explain how I think we should treat other people and give reasons for my beliefs</i>	Islam Does praying at regular intervals help a Muslim in their everyday life? <i>I can describe how Muslims pray</i> <i>I know why Muslims pray every day</i> <i>I can describe how praying impacts a Muslim's daily life and helps them</i> <i>I can compare Islamic prayer rituals to those of other religions</i> <i>I can describe key routines in my life and how these make me feel</i> <i>I can compare the daily routine of a Muslim child and a non-Muslim child</i>	Judaism How important is it for Jewish people to do what God asks them to do? <i>I can recount the key points of the Passover story</i> <i>I can say how the key people in the story showed courage</i> <i>I can identify times in my life I have been (or will be) brave</i> <i>I can say what the parts of the Seder meal represent and why they are important</i> <i>I can describe how Jewish people celebrate Passover today</i> <i>I can describe some key events from history that I commemorate</i>	Christianity How important is it to Christians that Jesus came back to life after his crucifixion? <i>I can recount the main events of Good Friday and Easter Sunday</i> <i>I can explain what Christians are remembering when they celebrate Easter</i> <i>I can say what Christians may learn from the Easter story</i> <i>I can explain the impact the Easter story may have on the behaviour of Christians</i> <i>I can think of examples from everyday life where people make sacrifices for other people</i> <i>I can think of situations in my life where I may have to make sacrifices for other people</i>	Islam Does going to a mosque give Muslims a sense of belonging? <i>I can describe how Muslims worship and pray in a mosque</i> <i>I can explain some of the rules for going in a mosque</i> <i>I can describe places that are special to me</i> <i>I can identify places where I have to behave in a special way</i> <i>I can explain why a mosque is important to a Muslim community</i> <i>I can describe some of the key features of a mosque</i>	Islam Does completing Hajj make a person a better Muslim? <i>I can describe why people travel to Mecca for Hajj</i> <i>I can explain what a pilgrimage is</i> <i>I can describe long journeys I have been on</i> <i>I can describe the key parts of the Hajj pilgrimage</i> <i>I can explain which people need to take part in Hajj</i> <i>I can create my own questions to ask about Hajj</i>