

Key Stage 1 (Year 1 & 2)

English LTP - Cycle 1 2022-23

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What can we find in our local area?	What games did our Grandparents play?	How can we build a better body?	What do animals eat?	How does your garden grow?	Where would a meerkat go on holiday?
Significant Individual	Sir Antony Gormley (Architect)	Charles Darrow (Designer) Ole Kirk Christiansen (Lego)	Florence Nightingale (Nurse) Mary Seacole	David Attenborough (Historian)	Monet (Artist)	Famous Explorers: Captain Scott Steve Backshall
Text	Texts: Claude in the City	Texts: Granddad's Island	Text: Rosie Revere: Engineer	Text: Snail and the Whale	Texts: The Jolly Postman	Text: Poems to Perform
English	Instructions (Non-Fiction)	Narrative (Fiction)	Non-Chronological Report Instructions Explanation text (Non-fiction)	Setting and character description / plot (Fiction)	Diary and letters (Fiction)	Poetry / Narrative (Fiction)
English Home Learning	Autumn 2 Oak Academy English: How to make a magic hat Lessons 1-10 How Beans grow Lessons 1-10 Buy my Honey	Autumn 1 Oak Academy English: The Magic Paintbrush Lessons 1-10 Monkeys and Hats: (problems) Lessons 1-10	Spring 1 Oak Academy English: Honey and Trouble: Character Lessons 1-10 Recount: Diary entry Lessons 1 – 10	Spring 2 Oak Academy English: Awongalema (description) Lessons 1-10 Awongalema: Recycled story (description) Lessons 1-10	Summer 1 Oak Academy English: Information: All about tigers Lesson 1-10 Anansi and the Tiger: action Lesson 1-10	Summer 2 Oak Academy English: Jack and the Beanstalk (Recap/problems) Lesson 1 -10 Jack and the Beanstalk: created story Lessons 1-10
YEAR 1						

	<p>Lessons 1 - 10</p> <p>MyOn I've been working on the railroad</p> <p>Phonics BBC Bitesize Phase 2 phonics 'u' sound 'r' sound 'n' sound 'b' sound 'f and ff' sound 'l and ll' sound 's' sound</p> <p>MrMc Phonics YouTube</p>	<p>Monkeys and Hats: Recycled story (problems) Lessons 1-10</p> <p>MyOn The Pizza Palace</p> <p>Phonics BBC Bitesize Phase 2 phonics 'g' sound 'o' sound 'c' sound 'k' sound 'ck' sound 'e' sound</p> <p>MrMc Phonics YouTube</p>	<p>How butterfly's came to be: Description Lesson 1-5</p> <p>The Unlucky Man Lesson 1-5</p> <p>MyOn Rocky Break</p> <p>Phonics BBC bitesize phase 3 phonics 'j' sound 'v' sound 'w' sound 'x' sound 'y' sound 'z' sound</p> <p>MrMc Phonics YouTube</p>	<p>Discussion: Should animals be kept in zoos Lessons 1-10</p> <p>The Frog Prince</p> <p>MyOn</p> <p>Phonics BBC bitesize phase 3 phonics 'zz' sound 'qu' sound 'ch' sound 'sh' sound 'th' sound 'ng' sound</p> <p>MrMc Phonics YouTube</p>	<p>Anansi and the Tiger: Recycled story (action) Lesson 1-10</p> <p>MyOn A Sunflower's Life Cycle</p> <p>Phonics BBC bitesize phase 3 phonics 'ai' sound 'ee' sound 'igh' sound 'oa' sound 'oo' sound 'ar' sound</p> <p>MrMc Phonics YouTube</p>	<p>Honey and Trouble: Recycled story (Character) Lessons 1-10</p> <p>MyOn Little Lizard's New Bike</p> <p>Phonics BBC bitesize phase 3 phonics 'or' sound 'ur' sound 'ow' sound 'oi' sound 'ear' sound 'air' sound</p> <p>MrMc Phonics YouTube</p>
English Home Learning	Autumn 1 Oak Academy	Autumn 1 Oak Academy	Spring 1 Oak Academy	Spring 1 Oak Academy	Summer 1 Oak Academy	Summer 1 Oak Academy

YEAR 2

<p>English: How to defeat the Fire Giants Lesson 1-10</p> <p>How Coyote brought Fire to Earth: Description Lessons 1-10</p>	<p>English: The Magic Paintbrush Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Problem Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Recycled story (problems) Lessons 1-10</p>	<p>English: Persephone: Endings Lessons 1-10</p> <p>Persephone: Recycled story: Endings Lessons 1-10</p> <p>The Bird and the Forest Fire: Middles Lessons 1-10</p>	<p>English: The Bird and the Forest Fire: Recycled stories: Middles Lessons 1-10</p> <p>Baba Yaga (openings) Lessons 1-10</p> <p>Baba Yaga: Recycled stories (openings) Lessons 1-5</p>	<p>English: Explanation: How birds fly Lessons 1-10</p> <p>Recount: News Report Lessons 1-10</p> <p>Information text: All about the Ice Witch Lessons 1-10</p>	<p>English: Ganesh gets married: mood Lessons 1-10</p> <p>Ganesh gets married: Recycled story: mood Lessons 1-10</p> <p>Discussion: Who was right: Ganesh or Kartikeya? Lessons 1-10</p>
<p>English: How to defeat the Fire Giants Lesson 1-10</p> <p>How Coyote brought Fire to Earth: description Lessons 1-10</p>	<p>English: The Magic Paintbrush Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Problem Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Recycled story (problems) Lessons 1-10</p>	<p>English: Persephone: Endings Lessons 1-10</p> <p>Persephone: Recycled story: Endings Lessons 1-10</p> <p>The Bird and the Forest Fire: Middles Lessons 1-10</p>	<p>English: The Bird and the Forest Fire: Recycled stories: Middles Lessons 1-10</p> <p>Baba Yaga (openings) Lessons 1-10</p> <p>Baba Yaga: Recycled stories (openings) Lessons 1-5</p>	<p>English: Explanation: How birds fly Lessons 1-10</p> <p>Recount: News Report Lessons 1-10</p> <p>Information text: All about the Ice Witch Lessons 1-10</p>	<p>English: Ganesh gets married: mood Lessons 1-10</p> <p>Ganesh gets married: Recycled story: mood Lessons 1-10</p> <p>Discussion: Who was right: Ganesh or Kartikeya? Lessons 1-10</p>
<p>English: How to defeat the Fire Giants Lesson 1-10</p> <p>How Coyote brought Fire to Earth: description Lessons 1-10</p>	<p>English: The Magic Paintbrush Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Problem Lessons 1-10</p> <p>The Eagle who thought he was a chicken: Recycled story (problems) Lessons 1-10</p>	<p>English: Persephone: Endings Lessons 1-10</p> <p>Persephone: Recycled story: Endings Lessons 1-10</p> <p>The Bird and the Forest Fire: Middles Lessons 1-10</p>	<p>English: The Bird and the Forest Fire: Recycled stories: Middles Lessons 1-10</p> <p>Baba Yaga (openings) Lessons 1-10</p> <p>Baba Yaga: Recycled stories (openings) Lessons 1-5</p>	<p>English: Explanation: How birds fly Lessons 1-10</p> <p>Recount: News Report Lessons 1-10</p> <p>Information text: All about the Ice Witch Lessons 1-10</p>	<p>English: Ganesh gets married: mood Lessons 1-10</p> <p>Ganesh gets married: Recycled story: mood Lessons 1-10</p> <p>Discussion: Who was right: Ganesh or Kartikeya? Lessons 1-10</p>

English KS1 Cycle 2 - 2021-22

Cycle 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Transport	The Earth, Our Home	Bright Lights, Big City	Australia	Space	Danger, Danger!
Significant Individual	George Stephenson (Industrialist/Inventor)	Andy Goldsworthy (Environmental Artist)	Samuel Pepys (MP)	Steve Irwin (Conservationist)	Neil Armstrong (Astronaut)	Grace Darling (Victorian Hero)
Power of Reading Book	<p>Texts: Traction Man</p> <p><u>Additional Cross-Curricular Texts:</u> 'All kinds of Cars' Carl Johanson. 'William Bee's Wonderful World of Tractors and Fram Machines' William Bee 'My First Book of Transport' Collins</p>	<p>Texts: The Brocaded Slipper (Traditional Vietnamese cultural tale-relates to story of Cinderella)</p> <p><u>Additional Cross-Curricular Texts:</u> Rapunzel – fiction - an alternative version to challenge stereotypes.</p> <p>The Big Book of Bugs Yuval Zommer</p> <p>First Facts: Bugs Penelope Arlon & DK Diary of a Fly</p>	<p>Texts: Diary of a Killer Cat (CLPE) Challenge text The Great Fire of London: 350th Anniversary of the Great Fire of 1666 Emma Adams & James Weston Lewis (2 weeks) Literacy Tree</p> <p><u>Additional Cross-Curricular Texts:</u> Toby and the Great Fire of London</p> <p>'Mr Fawkes, the king, and the Gunpowder Plot' Tony Bradman</p>	<p>Texts: Where the forest Meets the Sea Challenge text Tiddler Julia Donaldson & Axel Scheffler</p> <p><u>Additional Cross-Curricular Texts:</u> Surprising Sharks- non-fiction British Sharks- CLPE leaflet non-fiction The Big Book of the Blue Yuval Zommer</p> <p>Flotsam David Wiesner</p>	<p>Texts: Bob, Man on the Moon Challenge text The Darkest Dark Chris Hadfield & The Fan Brothers This is the story of astronaut Chris Hadfield's memories of being a young boy and being inspired by watching the Apollo 11 moon landing on television. To follow his dreams of becoming a real astronaut, Chris had to overcome his long-standing fear of the dark that plagued his bedtimes as a young child.</p> <p>Additional Cross-Curricular Texts: Look Inside: Space</p>	<p>Texts: Meerkat Mail</p> <p><u>Additional Cross-Curricular Texts:</u> Grace Darling – non-fiction The Lighthouse Keeper's Lunch Ronda Armitage & David Armitage Katie Morag's Island Stories Mairi Hedderwick How Does a Lighthouse Work? Roman Belyaev</p>

		<p>Doan Cronin & Harry Bliss</p>	<p>Diary extracts- Samuel Pepys</p>		<p>Rob Lloyd Jones and Benedetta Giaufret</p> <p>The International Space Station Clive Gifford and Dan Schiltzkus</p>	
<p>English</p>	<p>Instructions (Non-Fiction)</p>	<p>Traditional Story (Fiction)</p>	<p>Diary (Fiction)</p>	<p>Biography (Non-Fiction)</p>	<p>Non-Chronological Report (Non-Fiction)</p>	<p>Letter (Non-Fiction)</p>

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>Everyday Materials Year 1</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Animals inc Humans Year 1</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Year 2</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Plants Year 1</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Year 2</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>			

	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense.			
	<p>Working Scientifically – Year 1</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying animals. Using their observations and ideas to suggest answers to questions verbally. Gathering and recording data to help in answering questions. 	<p>Working Scientifically – Year 2</p> <ul style="list-style-type: none"> Asking simple questions and suggesting ways in which they can be answered. Observing closely, using simple equipment and talking about what they have observed. Performing simple tests, predicting what will happen. Identifying and classifying animals and plants using simple features. Using their observations and ideas to suggest answers to questions, both verbally and written. Gathering and recording data accurately to help in answering questions. 		
FROG Litac				
Books CC reading	The Dragon machine by Helen Ward	Funny Bones stories		
CC writing	Narratives about junk monsters Information about recycling	Non fiction – how to brush your teeth/ keep clean..	Diary of the life cycle of a plant/bean...	
STEM	Bug den	Compare how humans survive in different habitats.	Design a garden	
School Award	Build a bug den Design and build a sculpture	Keep a food diary Keep an exercise diary	Grow something you can eat.	
Further Implementation tools	https://www.stem.org.uk/.../collection/12725/year-1-everyday-materials https://www.bbc.co.uk/bitesize/clips/zm2imp3	https://www.nhs.uk/change4life/activities?gclid=aw.ds	https://www.bbc.co.uk/gardening/gardening_with_children/plantstotry	

History Cycle 2

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p><u>Transport now and then: George Stephenson and the History of trains</u> Year 1 Identify events beyond living memory that are significant nationally. Identify changes within living memory using words and phrases related to time (old, new, a long time ago). Use parts of stories and other sources to show an understanding and sequencing of the key of events. Recount about the lives of significant individuals of the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods. Recount about significant historical events, people and places in their own locality. Ask and answer simple questions about the past from sources of</p>		<p><u>The Great Fire of London</u> Year 1 Identify events beyond living memory that are significant nationally. Identify changes within living memory using words and phrases related to time (old, new, a long time ago). Use parts of stories and other sources to show an understanding and sequencing of the key of events. Give some reasons why people in the past acted the way they did or why events happened. Understand about some of the ways in which they find out about the past and identify different ways in which this is represented. Ask and answer simple questions about the past from sources of information (eg. artefacts). Identify some similarities and differences between ways of life in different periods. Year 2</p>		<p><u>The First Moon Landing</u> Year 1 Identify changes within living memory using words and phrases related to time (old, new, a long time ago). Use parts of stories and other sources to show an understanding and sequencing of the key of events. Recount about the lives of significant individuals of the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods. Give some reasons why people in the past acted the way they did or why events happened. Understand about some of the ways in which they find out about the past and identify different ways in which this is represented. Ask and answer simple questions about the past from sources of information (eg. artefacts). Year 2</p>	<p><u>Grace Darling</u> Year 1 Identify events beyond living memory that are significant nationally. Use parts of stories and other sources to show an understanding and sequencing of the key of events. Give some reasons why people in the past acted the way they did or why events happened. Recount about significant historical events, people and places in their own locality. Understand about some of the ways in which they find out about the past and identify different ways in which this is represented. Ask and answer simple questions about the past from sources of information (eg. artefacts). Year 2</p>

<p>information (eg. artefacts).</p> <p>Year 2</p> <p>Study changes within living memory that reveal aspects of change in national life.</p> <p>Recognise the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>Know where people and events fit within a chronological order.</p> <p>Explain changes within living memory, giving reasons for these changes using a wider range of time, related vocabulary, eg before, after, past, present</p> <p>Recall significant historical events, people and places in their own locality.</p> <p>Compare the lives of significant historical events, people and places in their own locality.</p>	<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p>Identify some reasons why people in the past acted the way they did and what events happened as a result.</p> <p>Compare the lives of significant historical events, people and places in their own locality.</p> <p>Understand some of the ways they find out about the past and identify different ways in which it is represented, knowing the difference between a reliable and unreliable source.</p>	<p>from sources of information (eg. artefacts).</p> <p>Year 2</p> <p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Recognise the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>Know where people and events fit within a chronological order.</p> <p>Describe events beyond living memory that are significant globally.</p> <p>Understand some of the ways they find out about the past and identify different ways in which it is represented, knowing the difference between a reliable and unreliable source.</p>	<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Recognise the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>Know where people and events fit within a chronological order.</p> <p>Describe events beyond living memory that are significant nationally.</p> <p>Recount events in chronological order</p> <p>Identify some reasons why people in the past acted the way they did and what events happened as a result.</p> <p>Understand some of the ways they find out about the past and identify different ways in which it is represented, knowing the difference between a reliable and unreliable source.</p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p>Identify similarities and differences between ways of</p>	<p>Know about events 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				life in different periods and give simple explanations for these.			
FROG Lilac							
Books CC reading	<p>Additional Texts: 'All kinds of Cars' Carl Johanson.</p> <p>'William Bee's Wonderful World of Tractors and Fram Machines'</p> <p>William Bee 'My First Book of Transport' Collins</p>	<p>Additional Texts: The Great Fire of London: 350th Anniversary of the Great Fire of 1666. Emma Adams & James Weston Lewis-Literacy Tree</p> <p>Toby and the Great Fire of London</p> <p>'Mr Fawkes, the king, and the Gunpowder Plot' Tony Bradman</p> <p>Diary extracts- Samuel Pepys</p>	<p>Additional Texts: The Darkest Dark Chris Hadfield & The Fan Brothers</p> <p>Story of astronaut Chris Hadfield's memories of being a young boy and being inspired by watching the Apollo 11 moon landing on television.</p> <p>Look Inside: Space</p> <p>Rob Lloyd Jones and Benedetta Giaufret</p> <p>The International Space Station. Clive Gifford and Dan Schlitzkus</p>	<p>Additional Texts: Grace Darling – non-fiction</p> <p>The Lighthouse Keeper's Lunch</p> <p>Ronda Armitage & David Armitage</p> <p>Katie Morag's Island Stories</p> <p>Mairi Hedderwick</p> <p>How Does a Lighthouse Work?</p> <p>Roman Belyaev</p>			
CC writing	English- Compare travel now and then (NF) Label vehicle designs (NF)	English – Diary extract Life in Tudor England	English-Recount and sequence events of moon landing				
STEM							
School Award	Design and build a sculpture using natural materials Visit an art gallery and recreate a piece of art.	Perform a poem, musical piece or a song.	Design and build a sculpture using natural materials Visit an art gallery and recreate a piece of art. Perform a poem, musical piece or a song. Enter a competition in the arts.				
Further Implementation tools	Purple Mash - 2Design	Purple Mash - 2Design	Purple Mash - 2Design	Purple Mash - 2Design			Purple Mash - 2Design

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>The Earth, Our Home <u>Andy Goldsworthy (Environmentalist Artist)</u></p> <p>Year 1 Draw or build an imaginary map; and use and basic symbols in a key.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Begin to use vocabulary for key physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather</p> <p>Begin to use vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents</p> <p>Name and locate the 4 countries and capital cities of the United Kingdom</p> <p>Year 2 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Draw a simple map: and use symbols in a key.</p> <p>Use world maps atlases and globes to locate the United Kingdom and its</p>	<p>The Great Fire of London <u>The UK and its surrounding seas</u></p> <p>Year 1 Use aerial photographs to recognise landmarks and basic human and physical features in their locality.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Draw or build an imaginary map; and use and basic symbols in a key.</p> <p>physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather</p> <p>Begin to use vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the 4 countries and capital cities of the United Kingdom</p> <p>Year 2 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in their locality.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>Australia <u>Steve Irwin (Conservationist)</u></p> <p>Year 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Begin to use vocabulary for key physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather</p> <p>Begin to use vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Year 2 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in their locality.</p> <p>Identify seasonal and daily weather patterns around the world</p>			

Geography – Cycle 2

	<p>countries as well as the world's continents and oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use and explain key physical vocabulary including: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p> <p>Use and explain vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents and 5 oceans</p>	<p>right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and identify key human and physical features of its surrounding environment in their locality.</p> <p>Draw a simple map: and use symbols in a key.</p> <p>Use and explain key physical vocabulary including: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p> <p>Use and explain vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use and explain vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Explain geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country of their own choice.</p>	
FROG Lilac				
Books CC reading	World Atlas Local and National Maps	World Atlas Local and National Maps	World Atlas Local and National Maps	
CC writing	English fiction – Write an account of a visit to a coastal town		English / Maths: investigate and plot local weather through a daily diary and graphs.	
STEM	<p>SWITCH THE ENERGY SAVER (class story)</p> <p>This storybook aims to introduce issues of energy use and its environmental impact. Pupils meet the Green Ambassador character Switch, who is a fast-talking expert on technology and all things energy. Switch takes care of others, is happy to be a leader, and always has a plan.</p> <p>Key Messages:</p> <ul style="list-style-type: none"> BE ENERGY AWARE – the energy we use has an impact on our world 	<p>PROJECT : The Importance of Bees to protect local environment and wildlife</p> <p>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 (Living things and their habitats, Year 2).</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain (Living things and their habitats, Year 2).</p>	<p>SEASONAL CHANGES:</p> <p>Weather ART</p> <p>To know that tools are used to gather information about the weather. Make their own tool to record a certain type of weather. (DT)</p> <p>Present data collected from their weather gage (Maths)</p>	

		<ul style="list-style-type: none"> • There are things we can all do to SAVE ENERGY – even little bit count • Where possible USE ENERGY EFFICIENT DEVICES • We can make a difference if we CHANGE OUR ENERGY HABITS • We can make a difference if we tell others and SPREAD THE MESSAGE. <p>Children can carry out a basic school survey with reception children initially then present the findings these will be given to LKS2</p>		<p>To understand there are different types of cloud.</p> <p>To understand that weather forecasts help people to prepare for different kinds of weather.</p> <p>To understand that certain types of weather can be dangerous.</p>
School Award		<p>Take a photo from the top of a hill, sand dune or woodland habitat.</p> <p>Design and build a sculpture using natural materials</p>	<p>Take a photo from the top of a hill, sand dune or woodland habitat.</p> <p>Design and build a sculpture using natural materials</p>	<p>Take a photo from the top of a hill, sand dune or woodland habitat.</p> <p>Design and build a sculpture using natural materials</p>
Further Implementation tools				

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>Design a vehicle (wheels)</p> <p>Cut materials safely using tools provided.</p> <p>Make products, refining the design as work progresses.</p> <p>Model designs using software.</p>				<p>Aliens with moving parts/Levers</p> <p>Cut materials safely using tools provided.</p> <p>Make products, refining the design as work progresses.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>The Light House Keepers Lunch</p> <p>Stable structures and winding mechanisms.</p> <p>Cut materials safely using tools provided.</p> <p>Make products, refining the design as work progresses.</p> <p>Model designs using software.</p>
FROG	<p>Create products using levers, wheels and winding mechanisms.</p> <p>Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen).</p> <p>Measure and mark out to the nearest centimetre.</p>				<p>Create products using levers, wheels and winding mechanisms.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen).</p>	<p>Create products using levers, wheels and winding mechanisms.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen).</p> <p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p>
Lilac						

Books									
CC reading									
CC writing	Recount of historical events/significant people							Narrative – alien/space story	Instructions
STEM	Construction kits that include wheels								Construction kits including winding mechanisms
School Award									
Further Implementation tools	Purple mash – 2create								

Art and Design – Cycle 2

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>Observational drawings of things found in the environment/sculpture</u></p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p><i>Draw using charcoal, pencils and pastels.</i></p> <p>Create different tones using light and dark in their drawings.</p> <p>Use a wide range of tools to create</p>	<p><u>Painting Colouring mixing /colour wheel (hot and cold colours)</u></p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Use thick and thin brushes.</p> <p>Name the primary colours</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Begin to show different tones by using coloured pencils.</p> <p><i>Mix primary colours to make secondary.</i></p> <p><i>Mix with increasing control tints and tones.</i></p>	<p><u>Printing/aboriginal art/Dreamtime stories.</u></p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Use repeating or overlapping shapes.</p>			

		different texture: lines, tones, colours and shapes.					
FROG Lilac		<p><i>Draw using three different grades of pencil (4B, 8B, HB)</i></p> <p><i>Show pattern and texture by using a range of different marks.</i></p>	<p>Create a colour wheel to show primary and secondary colours.</p> <p><i>Create colour wheels that include tertiary colours.</i></p>	<p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints</p>			
Books CC reading							
CC writing		Poems about environmental sculpture			Tales from other cultures.		
STEM							
School Award							
Further Impleme ntation tools		Purple mash – 2point	Purple mash – 2point	Purple mash – 2point	Purple mash – 2point		

(TEACH COMPUTERS except Ozobots unit)

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG.	<p><u>Computing systems and networks - IT around us</u> Recognise the ways we use technology in the classroom, home and community.</p> <p>Use links to websites to find information.</p> <p>Identify some of the benefits of using technology.</p> <p>Explain the importance of keeping a password and personal information private.</p> <p>Describe the things that can happen online that you must tell an adult about.</p> <p>Talk about why it is important to be kind and polite online and in real life.</p> <p>Explain why we use technology in the</p>	<p><u>Data and information - grouping data</u> Identify the different ways technology can be used to collect information (camera, microscope or sound recorder).</p> <p>Make and save a chart or graph from data they have collected.</p> <p>Use technology to create and present ideas.</p> <p>Use a keyboard to enter text.</p> <p>Save information and retrieve it again.</p>	<p><u>Data and information - Pictograms</u> Make and save a chart or graph from data they have collected.</p> <p>Use technology to create and present ideas.</p> <p>Use a keyboard to enter text.</p> <p>Save information and retrieve it again.</p>	<p><u>Creating media - digital music</u> Be creative with different technology tools</p>	<p><u>Ozobots - coding</u> Make a programmable device do what they want by inputting instructions.</p> <p>Describe what actions they need to do to make something happen and begin to use the word algorithm.</p> <p>Make predictions about what will happen for a short series of instructions.</p> <p>Use the word debug to describe when a mistake is corrected.</p> <p>Give and follow instructions (using forward, backward and turn).</p> <p>Order instructions to make something happen and talk</p>	<p><u>Programming B - animation</u> Give and follow instructions (using forward, backward and turn).</p> <p>Order instructions to make something happen and talk about this as an algorithm.</p> <p>Program a device or software to do a particular task.</p> <p>Make logical predictions about what will happen on a program.</p> <p>Watch a program execute and identify where it goes wrong, then debug the program.</p>

Computing Design – Cycle 2

	<p>classroom, home and the community.</p> <p>Identify the benefits of using technology including finding information, creating and communicating.</p> <p>Recognise and talk about the differences between the internet and things in the physical world.</p>				<p>about this as an algorithm</p> <p>Program a device or software to do a particular task.</p> <p>Make logical predictions about what will happen on a program.</p> <p>Watch a program execute and identify where it goes wrong, then debug the program.</p>	
FROG Lilac		Use a branching database.	Add information to a pictograph			
Books CC reading CC writing		Science based recounts.				Writing instructions. Story linked to animation.
STEM	DT – moving model					DT- Stable structures
School Award						
Further implementation tools	Purple Mash – online safety	Purple Mash – 2Question	Purple Mash – 2count	Purple Mash – 2Beat		Purple Mash – 2Animate
				Creative performance.		

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p><u>Multi-skills</u></p> <p>Multi-skills: Move fluently, changing direction and speed, avoiding collisions</p> <p>Develop simple tactics e.g. best position to be in during a game</p> <p>Learn about a stable base and losing balance</p> <p>Move the body in a variety of ways.</p> <p>Throw a ball at the right speed and strength.</p> <p>Copy a partner and change speed and direction.</p> <p>Explore different ways of twisting and turning.</p> <p>Play fairly and understand the rules of a game</p> <p><u>Fitness Bootcamp</u></p> <p>Experience some of the changes that occur during exercise.</p> <p>Raise heart rate.</p>	<p><u>Ugly Bug Ball Dance</u></p> <p>Dance: Remember and repeat dance actions demonstrated by the teacher</p> <p>Make a sequence by linking moves together</p> <p>Change rhythm, speed, level and direction</p> <p>Use space safely, moving with control and coordination</p> <p>Choose moves to communicate a mood or feeling</p> <p>Understand how different minibeads might move.</p> <p>Show contrasting movements with strength and clarity.</p> <p>Explore performing actions in response to stimuli.</p> <p>Explore ideas by experimenting with actions, dynamics, directions and levels.</p>	<p><u>Groovy Gymnastics</u></p> <p>Gymnastics: Use different combinations of floor, mat and apparatus, showing control, accuracy and fluency</p> <p>Plan and show a sequence of movements and adapt to include apparatus or a partner</p> <p>Balance on different points of the body</p> <p>Can show contrasts including small/tall, straight/curved, wide/narrow</p> <p>Learn to perform balances and movements, and combine them into a routine.</p> <p>Link balances with other travelling moves, moving smoothly into and out of the balances.</p> <p>Safely use benches and mats to develop sequences.</p> <p>Mirror and match a partner.</p> <p><u>Skip to the Beat</u></p>	<p><u>Gymfit Circuits</u></p> <p>Gymnastics: Use different combinations of floor, mat and apparatus, showing control, accuracy and fluency</p> <p>Gymnastics: Plan and show a sequence of movements and adapt to include apparatus or a partner</p> <p>Gymnastics: Balance on different points of the body</p> <p>Gymnastics: Can show contrasts including small/tall, straight/curved, wide/narrow</p> <p>Master basic movements, as well as developing balance, agility and co-ordination.</p> <p>Perform using simple movement patterns.</p> <p><u>Brilliant Ball Skills</u></p> <p>Throw and catch a large ball using an underarm throw with accuracy and control</p>	<p><u>Cool Core – strength</u></p> <p>Learn how to maintain a good bridge using core strength.</p> <p>Use arms effectively when running.</p> <p>Improve plank technique.</p> <p>Maintain a wheelbarrow walk for longer period of time, using core strength.</p> <p>Perform a small crunch and understand what it does.</p> <p>Perform an activity/game that uses the abdominals.</p> <p>Perform a squat and diagonal body twist, and understand why they are valuable exercises to do.</p> <p>Transfer weight from one foot to two feet.</p> <p><u>Throwing and Catching</u></p> <p>Know how to throw a ball underarm with accuracy.</p> <p>Practise catching skills.</p>	<p><u>Fitness Frenzy</u></p> <p>To demonstrate the correct technique for activities.</p> <p>Develop agility and co-ordination.</p> <p>Perform simple patterns of movement.</p> <p>Complete a running circuit.</p> <p>Observe and comment on others' performance.</p> <p>Demonstrate good technique while skipping</p> <p><u>Active Athletics</u></p> <p>Run with a change of speed.</p> <p>Change direction when running, while maintaining balance.</p> <p>Use arms when jumping.</p> <p>Jump with balance and fluency</p>	

	Grow something you can eat		Grow something you can eat		Grow something you can eat
Further impleme ntation tools					

Music – Cycle 2

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p><u>Bolero – Ravel</u> <u>Listening, composition linked to mechanical machine /steady beat</u></p> <p>Listening: Listen to music from a wide range of cultures and traditions (utilising MMC recommendations as a starting point).</p> <p>Listening: Identify the pulse in different musical styles and demonstrate through movement (e.g. clapping). <i>Listening: Begin to use basic musical vocabulary to discuss music being listened to (pulse, rhythm, tempo and mood).</i></p> <p>Composing: Improvise simple vocal chants, using question and answer phrases</p> <p>Composing: Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story , choosing and playing classroom instruments or sound-makers.</p> <p>Composing: Create music in response to a non-musical stimulus (e.g.</p>	<p>Ten Pieces- In the Hall of the Mountain King- Greig <u>Linked to trad tales/Fairy tales. Keeping a steady pulse, percussion instruments to help retell a story.</u></p> <p>Composing: Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Musicianship Pulse/Beat: Respond to the pulse in recorded/live music through movement and dance. E.g. stepping, jumping, walking on tiptoes etc. <i>Musicianship Pulse/Beat: Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement of others.</i></p> <p>Musicianship Pitch: Explore percussion sounds to enhance storytelling, e.g. ascending xylophone to suggest Jack climbing the beanstalk. <i>Musicianship Rhythm: Create rhythms using word phrases as a starting point.</i></p>	<p>BBC Primary music - The Great Fire of London <u>Singing and instrument work.</u></p> <p>Singing: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. <i>Singing: Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</i></p> <p>Musicianship Rhythm: Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Musicianship Rhythm: Perform word-pattern chants, create, retain and perform their own rhythm patterns. <i>Musicianship Pulse/Beat: Identify the beat groupings in familiar music that they sing regularly and listen to.</i></p> <p>Musicianship Pitch: Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on a drum. <i>Musicianship Rhythm: Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i></p>	<p>Trad Song/Singing- I got kicked by a kangaroo/ Waltzing Matilda Repeat <u>phrases/rounds</u></p> <p>Singing: Begin with simple songs with a very small range, me-so and then slightly wider. Include pentatonic songs. <i>Singing: Sing songs with a small pitch range, pitching accurately.</i></p> <p>Singing: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. <i>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control.</i></p> <p>Musicianship Pitch: Sing familiar songs in both low and high voices and talk about the difference in sound. <i>Musicianship Pitch: Play a range of singing games based on the cuckoo interval, matching voices accurately, supported by a leader playing the melody. The melody could be played on piano, acoustic instrument or backing track.</i></p>	<p>Mars from The Planets- Holst <u>Percussion instruments composition of music for imaginary planet.</u></p> <p>Composing: Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns. <i>Composing: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion.</i></p> <p>Composing: Use music technology, if available, to capture, change and combine sounds.</p> <p>Musicianship Pitch: Listen to sounds in the local school environment, comparing high and low sounds. <i>Musicianship Pitch: Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</i></p> <p>Musicianship Pitch: Recognise dot notation and match it to 3-note tunes played on tuned percussion (see MMC document example).</p>	<p>Ten Pieces <u>The Night Ferry – Percussion instruments/dynamics</u></p> <p>Composing: Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <i>Composing: Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</i></p> <p>Musicianship Pulse/Beat: Use body percussion and classroom percussion, playing repeated rhythm patterns and short , pitched patterns on tuned instruments to maintain a steady beat. <i>Musicianship Pulse/Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p>	

	<p><i>storm, race car, rocket launch).</i></p> <p>Musicianship Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Musicianship Pulse/Beat: <i>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</i></p> <p>Musicianship Rhythm: Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Musicianship Pulse/Beat: <i>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</i></p>	<p>Musicianship Rhythm: Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Musicianship Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p>	<p>Musicianship F : Sing short phrases independently within a singing game or short song.</p>	
FROG Lilac				
Books ... CC reading				
CC writing				
STEM				

	School Award	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.
	Further Implementation tools	Purple Mash	Purple Mash	Purple Mash
		Purple Mash	Purple Mash	Purple Mash

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>What rules are the most important?</u></p> <p>Year 1 Explain how people can look after each other.</p> <p>Explain how to be a good friend.</p> <p>I can think about consequences of actions.</p> <p>Understand what a ritual is.</p> <p>Compare rituals from different religions.</p> <p>Year 2 Explain the importance of school rules and routines.</p> <p>Explain the rules of different religions.</p> <p>Make decisions using these rules.</p>	<p><u>What is the importance of light?</u></p> <p>Year 1 Explain what Christmas is and how Christians celebrate Christmas.</p> <p>Explain what Eid al-Fitr is and how Muslims celebrate this.</p> <p>Explain what Zakat is.</p> <p>Explain religious foods /meals.</p> <p>Year 2 Explain advent and why light is important at Christmas.</p> <p>Explain why celebrations are important in religions.</p> <p>Explain why light is important at Diwali.</p> <p>Explain why light is important at Hanukkah.</p>	<p><u>How can we tell that some buildings are more important than others?</u></p> <p>Year 1 Know what a place of worship is.</p> <p>Know examples of places of worship for different religions.</p> <p>Know why places of worship are important in religions.</p> <p>Year 2 Consider what makes a place special to people.</p> <p>Explore what it is like to visit a place of worship.</p> <p>Compare different places of worship.</p> <p>I can describe what a ceremony is.</p>	<p><u>How do we remember people and why?</u></p> <p>Year 1 Explain why Palm Sunday is important to Christians.</p> <p>Explain the period of Easter from Maundy Thursday to Easter Sunday.</p> <p>Explain what a surprise is.</p> <p>Year 2 Explain why Palm Sunday is important to Christians.</p> <p>Explain the period of Easter from Maundy Thursday to Easter Sunday.</p> <p>Explain what a surprise is.</p>	<p><u>How are we the same and different from other people and does it matter?</u></p> <p>Year 1 Understand different points of view.</p> <p>Explain how a disagreement can be resolved.</p> <p>Year 2 Understand different points of view.</p> <p>Explain how a disagreement can be resolved.</p> <p>I can discuss how and why beginnings and endings can be marked in different ways.</p>	<p><u>What important lessons do we learn from Jesus' stories?</u></p> <p>Year 1 Explain messages in religious stories such as The Good Samaritan and Be My Guest.</p> <p>Year 2 Recall the Christian creation story and explain why it is important.</p> <p>Explain messages from religious stories.</p>
FROG Lilac						

Books					
CC reading					
CC writing		English-Recount and sequence events of the Nativity story.		English-Recount and sequence events of the Easter story.	English-Recall the Creation story.
STEM					
School Award	Find out which festivals/celebrations children and other countries have and how they celebrate them.		Visit a Hindu temple, a Jewish synagogue or a place of worship that is different to your own religion.	Find out which festivals/celebrations children and other countries have and how they celebrate them.	
Further Implementation tools	Purple Mash-2Create			Purple Mash-2Create	Purple Mash-2Create

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>What is the same and different about us?</u></p> <p>Year 1 Identify common likes and dislikes between others. Recognise what they are good at. Demonstrate how to play cooperatively with others, respecting others. Identify the different groups we belong to.</p> <p>Year 2 Give reasons and explain class rules and decisions. Identify and describe how it feels when everyone works cooperatively. Recognise what they are good at. Identify groups they belong to</p>	<p><u>Who is special to us?</u></p> <p>Year 1 To explain how it feels to lose something, recognising how it feels when there is change and loss. Describe and discuss what makes themselves and others special. Demonstrate how to play cooperatively with others, respecting others. Describe and discuss what makes themselves and others special. Year 2 Describe types of loss and how we can manage feelings. Give reasons and explain class rules and decisions. To recognise what is fair and unfair, sharing views and opinions Explain how people are special in their lives</p>	<p><u>What helps us to stay healthy?</u></p> <p>Year 1 Know how to keep themselves healthy. Recognise how to make healthy choices. Describe the importance of hygiene routines. Know about what can go into and onto bodies and how it can make people feel Recognise about growing, changing and becoming more independent.</p> <p>Year 2 Know the importance of eating well, physical activity, healthy eating and dental health. To know how to make healthy choices. Describe daily hygiene routines and recognise how disease can be spread. Identify ways they have grown and changed. Identify main part of the body for boys and girls</p>	<p><u>What can we do with money?</u></p> <p>Year 1 Name and describe the jobs people do in their local community, including an emergency. Learn about where money comes from and making choices when spending. Know about saving money and how to keep it safe.</p> <p>Year 2 Give reasons and explain class rules and decisions.</p>	<p><u>Who helps us to keep safe?</u></p> <p>Year 1 Know about personal safety and describe how to stay safe, including rules. Can talk about people who help keep them safe outside the home, including medicines and household products. To know what is meant by 'privacy'; the importance of respecting others. Explain what rules mean and how they help us Describe a way of looking after themselves and others Identify who can help if they are worried about something, recognising that both bodies and feelings can hurt.</p> <p>Year 2 Know about keeping safe in the home, including fire safety.</p>	<p><u>How can we look after each other and the world?</u></p> <p>Year 1 Recognise that hurtful teasing and bullying is wrong. Identify who can help if they are worried about something, recognising that both bodies and feelings can hurt. Demonstrate how to play cooperatively with others, respecting others. Display how to cooperate with others. Demonstrate how to play cooperatively with others, respecting others. To know how to be a good friend</p> <p>Year 2 Take part in a simple debate about topical issues Give reasons and explain class rules and decisions.</p>

		Explain why people a special within the community groups they belong to. Explain their role in the group.	Consider different types of family and how their home-life is special. Understand that everybody needs to be cared for and learn ways in which they care for others. Give reasons and explain class rules and decisions.	Understand how to keep safe outside, including road safety. Give reasons and explain class rules and decisions. Give examples and demonstrate how we can look after our environment. Demonstrate what you can do in an emergency. Demonstrate how you can ask for help if they worried about something. Identify the importance of not keeping secrets	Recognise how others are feeling, respecting each others differences and how bullying is wrong. Describe acts of kindness
FROG Lilac					
Books CC reading					
CC writing	English-Write a list of class rules.				
STEM					
School Award		Create/make a healthy smoothie, recipe or meal. Keep a food diary for a month and show you have your five a day.			Help the elderly by visiting someone you know to cheer them up once a week.

Further
imple
ntation
tools

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	Uses of Everyday Materials Year 1 <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> Year 2 <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	Living Things Year 1 <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> Year 2 <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals.</p> <p>Describe how different animals and plants depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>	Seasonal Changes Year 1 <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> Year 2 <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>			

	<p>Find out how the shapes of solid objects made from soft materials can be changed by squashing, bending, twisting and stretching.</p> <p>* Everyday materials intent statements</p>	
	<p>AT1: Working Scientifically – Year 1</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying animals. Using their observations and ideas to suggest answers to questions verbally. Gathering and recording data to help in answering questions 	
<p>AT1: Working Scientifically – Year 2</p> <ul style="list-style-type: none"> Asking simple questions and suggesting ways in which they can be answered. Observing closely, using simple equipment and talking about what they have observed. Performing simple tests, predicting what will happen. Identifying and classifying animals and plants using simple features. Using their observations and ideas to suggest answers to questions, both verbally and written. Gathering and recording data accurately to help in answering questions. 		
<p>FROG Lilac</p>		
<p>Books CC reading</p>	<p>Non fiction books about animals</p>	<p>Little Cloud – Eric Carle</p>
<p>CC writing</p>	<p>Information books Recounts from observations.</p>	<p>Weather diaries</p>
<p>STEM</p>	<p>SWITCH THE ENERGY SAVER (class story) This storybook aims to introduce issues of energy use and its environmental impact</p> <p>This will link in with investigating, working scientifically and maths so can be done as a one off project in Term 1.</p>	<p>SEASONAL CHANGES: Weather ART To know that tools are used to gather information about the weather. Make their own tool to record a certain type of weather. (DT) Present data collected from their weather gage (Maths) To understand there are different types of cloud. To understand that weather forecasts help people to prepare for different kinds of weather.</p>

	School Award	Design and build using natural materials.			Grow something you can eat. Build a bug hotel. Keep a food diary Keep an exercise diary. Keep a bird diary.			
	Further Implementation tools	Outdoor environment			Outdoor environment Visit to Kirkly Hall Zoo			
							To understand that certain types of weather can be dangerous.	
							Take a photo graph from the top of a hill... (depict different weather)	
							Google earth BBC Weather Outdoor weather station	

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>Toys from the past</u></p> <p>Year 1 Identify changes within living memory using words and phrases related to time (old, new, a long time ago).</p> <p>Understand about some of the ways in which they find out about the past and identify different ways in which this is represented.</p> <p>Ask and answer simple questions about the past from sources of information (eg. artefacts).</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Recount about significant historical events, people and places in their own locality.</p> <p>Year 2 Study changes within living memory that reveal aspects of change in national life.</p>		<p><u>Florence Nightingale</u></p> <p>Year 1 Identify events beyond living memory that are significant nationally.</p> <p>Use parts of stories and other sources to show an understanding and sequencing of the key of events.</p> <p>Recount about the lives of significant individuals of the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods.</p> <p>Give some reasons why people in the past acted the way they did or why events happened.</p> <p>Understand about some of the ways in which they find out about the past and identify different ways in which this is represented.</p> <p>Ask and answer simple questions about the past from sources of information (eg. artefacts).</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Year 2 Know about events beyond living memory that are significant nationally or globally.</p> <p>Recognise the lives of significant individuals in the past who have</p>			

History Cycle 1

	<p>Know where people and events fit within a chronological order.</p> <p>Explain changes within living memory, giving reasons for these changes using a wider range of time, related vocabulary, eg before, after, past, present.</p> <p>Recall significant historical events, people and places in their own locality.</p> <p>Recount events in chronological order</p> <p>Understand some of the ways they find out about the past and identify different ways in which it is represented, knowing the difference between a reliable and unreliable source.</p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p>Identify similarities and differences between ways of life in different periods and give simple explanations for these.</p>	<p>contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>Know where people and events fit within a chronological order.</p> <p>Describe events beyond living memory that are significant nationally.</p> <p>Describe events beyond living memory that are significant globally.</p> <p>Identify some reasons why people in the past acted the way they did and what events happened as a result.</p> <p>Compare the lives of significant historical events, people and places in their own locality.</p> <p>Understand some of the ways they find out about the past and identify different ways in which it is represented, knowing the difference between a reliable and unreliable source.</p> <p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p>		
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FROG Lilac	<p>Toys and Games (Ways Into History) by Sally Hewitt</p> <p>The History of Toys by Helen Cox Cannons</p>		<p>The Life of Florence Nightingale by Liz Gogerly</p> <p>The Extraordinary Life of Mary Seacole (Extraordinary Lives) Naida Redgrave</p> <p>Brave Nurses: Mary Seacole and Edith Cavell (Collins Big Cat) by Charlotte Guillain and Collins</p>	
Books CC reading			<p>English – Diary of a nurse</p>	
CC writing	<p>English instructions for making a toy from Lego</p>			
STEM				
School Award	<p>Design and build a sculpture using natural materials</p> <p>Visit an art gallery and recreate a piece of art.</p> <p>Purple Mash 2Design</p>		<p>Enter a competition in the Arts</p> <p>Keep a food/exercise/ bird diary</p>	
Further Implementation tools			<p>Purple Mash 2Design</p>	

Geography – Cycle 1

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p><u>What can we find in our local area?</u> <u>Significant Individual: Sir Antony Gormley</u> <u>Focus: The UK and Cramlington</u> Year 1 Use aerial photographs to recognise landmarks and basic human and physical features in their locality. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Draw or build an imaginary map; and use and basic symbols in a key. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Begin to use vocabulary for key physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather</p>	<p><u>What do animals eat?</u> <u>David Attenborough: Environmentalist/Biologist</u> <u>Focus: Brazil</u> Year 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Begin to use vocabulary for key physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather Begin to use vocabulary for human features including: city town village factory farm house office port harbour and shop. Name and locate the world's 7 continents</p>	<p><u>How does your garden grow?</u> <u>Focus: weather and seasons</u> Year 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Begin to use vocabulary for key physical features including: beach cliff coast forest hill mountain sea ocean river soil season and weather Begin to use vocabulary for human features including: city town village factory farm house office port harbour and shop. Name and locate the world's 7 continents Name and locate the 4 countries and capital cities of the United Kingdom</p>	<p><u>Where would a meerkat go on holiday?</u> <u>Focus: Seasons inc hot and cold countries</u> Year 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Name and locate the world's 7 continents Name and locate the 4 countries and capital cities of the United Kingdom Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Year 2 Use world maps atlases and globes to locate the United Kingdom and its countries as</p>	<p>Year 2 Understand geographical similarities and differences through studying the human and physical geography of a</p>

	<p>city town village factory house office port harbour and shop.</p> <p>Name and locate the world's 7 continents</p> <p>Name and locate the 4 countries and capital cities of the United Kingdom</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and identify key human and physical features of its surrounding environment in their locality.</p> <p>Draw a simple map: and use symbols in a key.</p> <p>Use world maps atlases and globes to locate the United</p>	<p>small area in a contrasting non-European country.</p> <p>Year 2</p> <p>Use world maps atlases and globes to locate the United Kingdom and its countries as well as the world's continents and oceans.</p> <p>Identify seasonal and daily weather patterns around the world</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use and explain key physical vocabulary including: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p> <p>Use and explain vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Explain geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country of their own choice.</p>	<p>small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Year 2</p> <p>Draw a simple map: and use symbols in a key.</p> <p>Use world maps atlases and globes to locate the United Kingdom and its countries as well as the world's continents and oceans.</p> <p>Identify seasonal and daily weather patterns around the world</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use and explain key physical vocabulary including: beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p> <p>Use and explain vocabulary for human features including: city town village factory farm house office port harbour and shop.</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Explain geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country of their own choice.</p>	<p>well as the world's continents and oceans.</p> <p>Identify seasonal and daily weather patterns 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						small area of the United Kingdom, and of a small area in a contrasting non-European country of their own choice.	
FROG Lilac							
Books CC reading		World Atlas Local and National Maps	World Atlas	World Atlas	World Atlas	World Atlas	
CC writing				English non fiction – invent and describe an animal that can live in a hot or cold climate	English non-fiction: Diary – growing a plant. Maths – Plot a graph for plant growth.	English non-fiction – make a holiday brochure	
STEM			- Science, DT and ENGLISH (week project) CLIMATE CHANGE - Making Soil as Nature does		Royal Geographical Society - Geography resources for teachers (rgs.org)		
School Award	Take a photo from the top of a hill, sand dune or woodland habitat. Design and build a sculpture using natural materials		Take a photo from the top of a hill, sand dune or woodland habitat. Keep a diary of birds that visit your garden, Build a bug hotel or den.			Grow something you can eat Create a healthy smoothie	
Further implementation tools							

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG		<p><u>Puppets/ textiles /templates/joining fabric (stitching Y2)</u></p> <p>Explore how products have been created.</p> <p>Cut materials safely using tools provided.</p> <p>Suggest improvements to existing designs.</p> <p>materials to strengthen).</p>	<p><u>Food tech/healthy meal/preparing veg & Fruit.</u></p>			<p><u>Design and make a holiday souvenir (magnet/digital design)</u></p> <p>Design products that have a clear purpose and an intended user.</p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Use software to design.</p> <p>Suggest improvements to existing designs.</p>
FROG Lilac		<p>Shape textiles using templates.</p> <p>Join textiles using running stitch.</p> <p>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p>	<p>Cut, peel or grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or electronic scales.</p> <p>Assemble or cook ingredients.</p>			

Measure and mark out to the nearest centimetre.
 Demonstrate a range of joining techniques (such as gluing, using hinges or combining

Books

CC reading

CC writing

STEM

School Award

Further Implementation tools

Instructions for recipe

Recount of holiday

Purple mash – 2point

KSA Curriculum Intent 2001

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>Cityscape using collage</u> Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Use a combination of shapes.</p> <p>Include lines and texture.</p>			<p><u>3D- clay animals</u> Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p> <p>Use repeating or overlapping shapes.</p>	<p><u>Monet's garden / landscapes/painting/textiles</u></p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p>Use thick and thin brushes.</p> <p><i>Paint using thick and thin brushes as appropriate.</i></p>	

Art and Design - Cycle 1

<p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>			<p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Begin to show different tones by using coloured pencils.</p>
<p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>			<p>Use weaving to create a pattern.</p> <p>Join materials using glue and/a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques.</p>
<p>Books</p> <p>CC reading</p>			
<p>CC writing</p>			<p>Biography about a famous artist.</p>
<p>STEM</p>			

	School Award						
	Further Implementation tools	Purple Mash- 2paint				Purple Mash-2paint	

(TEACH COMPUTERS except Ozobots unit)

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p>Computing systems and networks - Technology around us Talk about why it is important to be kind and polite. Recognise an age appropriate website Agree and follow e-Safety rules Tell an adult when they see something unexpected or worrying online. Describe what personal information is and the importance of keeping a password private Describe the different ways in which information can be shown. Share ideas with other people using an online tool</p>	<p>Creating media – Digital painting Save information and retrieve it again Use software/apps to create movement and patterns on a screen. Save and open files.</p>	<p>Creating media - photography Use technology to organise and present ideas in different ways Save and open files</p>	<p>Creating media – Digital Writing Save information and retrieve it again Use technology to organise and present ideas in different ways Use the keyboard to add, delete and space text for others to read. Save and open files</p>	<p>Ozobots – introduction to coding Use the word debug to describe when a mistake is corrected. Make a programmable device do what they want by inputting instructions. Describe what actions they need to do to make something happen and begin to use the word algorithm. Make predictions about what will happen for a short series of instructions. <i>Give and follow instructions (using forward, backward and turn).</i> <i>Order instructions to make something happen and talk about this as an algorithm</i></p>	<p>Programming B – An introduction to quizzes (Scratch Junior) Use the keyboard to add, delete and space text for others to read. Make a programmable device do what they want by inputting instructions. Describe what actions they need to do to make something happen and begin to use the word algorithm. Use software/apps to create movement and patterns on a screen.</p>

Computers – Cycle 1

FROG Lilac				Use technology to collect information, including photos, video and sound.			
Books CC reading							
CC writing				Narrative -- every photo tells a story			Instructions
STEM							
School Award							
Further implementation tools							Purple Mash -2Quiz

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p> <p><u>Pilates</u></p> <p><u>Fitness Bootcamp</u></p> <p>Multi-skills: Move using different pathways, stopping safely.</p> <p>Perform balances using a number of different parts of the body.</p> <p>Run on the balls of the feet, concentrating on coordination, not speed.</p> <p>Co-ordinate the upper and lower body together.</p> <p>Move with greater precision and control.</p> <p>Use timing to aim, stop and guide an object.</p> <p>Aim a variety of balls and equipment accurately.</p> <p>Use controlled movement to travel in different ways.</p> <p>Use agility, balance and co-ordination when performing activities.</p>	<p><u>Story Time Dance</u></p> <p>Practise travelling movements with a change in direction</p> <p>Develop gestures and ways of travelling. •</p> <p>Understand beats in the music.</p> <p>Move in time to the music</p> <ul style="list-style-type: none"> • Move in time to the music, travelling, gesturing and jumping. <p>Perform dance moves that flow smoothly from one to the next.</p> <ul style="list-style-type: none"> • Perform a dance in time to music and with fluency <p><u>Mighty Movers</u></p> <p>Understand that running can be done in many ways.</p> <p>Run at different speeds and in different directions with control.</p> <p>Run in a race with a team.</p> <p>Understand what happens to our breathing</p>	<p><u>Groovy Gymnastics</u></p> <p>Travel in different directions at different speeds and levels.</p> <p>Link three moves together while travelling, aiming to change level, speed and direction.</p> <p>Link isolated moves and shapes when travelling.</p> <p>Explore rolling movements as a way of travelling.</p> <p>Explore travelling to move along, over, around onto and off a bench.</p> <p>Travel with a focus on changing direction and level, using small equipment.</p> <p><u>Skip to the Beat</u></p> <p>Dance: Copy basic dance actions demonstrated by the teacher</p> <p>Put moves together to make a short dance</p> <p>Begin to show rhythm</p> <p>Use space safely, moving carefully with control</p>	<p><u>Gymfit Circuits</u></p> <p>Gymnastics: Begin to show control when travelling and balancing</p> <p>Copy sequences and repeat them</p> <p>Balance on a large body part</p> <p>Perform basic gymnastic actions including rolling, stretching and curling, high and low</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p><u>Brilliant Ball Skills</u></p> <p>Develop anticipation and reaction when working with beanbags or balls.</p> <p>Catch a ball or beanbag on a bounce.</p> <p>Catch a ball from a throw.</p> <p>Develop anticipation and reaction when working with beanbags or balls.</p>	<p><u>Cool Core – strength</u></p> <p>Learn how to control breathing.</p> <p>Learn how to support body weight.</p> <p>Perform a movement that demonstrates good core control.</p> <p>Increase the speed at which you can travel through the ladders accurately.</p> <p>Support body weight on the hands using the core muscles to keep balanced.</p> <p>Perform a wheelbarrow with a partner, with control.</p> <p><u>Throwing and Catching</u></p> <p>Throw a ball underarm</p> <p>Catch a large ball with two hands</p> <p>Move to catch or collect a ball</p> <p>Kick a football using the correct part of the foot</p>	<p><u>Fitness Frenzy</u></p> <p>To demonstrate the correct technique for activities.</p> <p>To improve on scores.</p> <p>Develop agility and co-ordination.</p> <p>Perform simple patterns of movement.</p> <p>Run quickly in a relay activity, aiming to improve speed.</p> <p>Develop and perform a skipping circuit with knowledge and understanding.</p> <p><u>Active Athletics</u></p> <p>Know how to travel in different ways.</p> <p>Be able to change from fast to slow.</p> <p>Know how to hop, and how to hop, travel and land safely on two feet.</p> <p>Know how to throw safely.</p>	<p><u>PE Cycle 1</u></p>

		<p>during exercise, and how it changes.</p> <p>Understand the importance of using the arms when running.</p>		<p>Catch a ball or hoop on a bounce.</p> <p>Catch a ball from a throw.</p> <p>Develop accurate throwing skills.</p> <p>Develop accuracy of send.</p> <p>Stop, trap or catch the ball while on the move.</p> <p>Play a game, following the rules and demonstrating fair play.</p> <p>Gymnastics</p>	<p>Hit a ball with a bat</p> <p>Roll a ball or hoop</p> <p>Follow simple rules</p>	<p>Throw in a variety of ways.</p> <p>Decide which throwing method is best for distance.</p> <p>Know how to jump from two feet.</p> <p>Explore which is the best way to jump to cover a distance.</p>
FROG Lilac			Gymnastics			
Books						
CC reading						
CC writing						
STEM						
School Award.	<p>Keep a food diary for a week and show you have your 'five a day'</p> <p>Regularly attend an after-school club or organisation</p> <p>Keep an exercise diary for half a term and analyse physical activity</p> <p>Create a healthy smoothie</p> <p>Grow something you can eat</p>	<p>Keep a food diary for a week and show you have your 'five a day'</p> <p>Regularly attend an after-school club or organisation</p> <p>Keep an exercise diary for half a term and analyse physical activity</p> <p>Create a healthy smoothie</p> <p>Grow something you can eat</p>	<p>Keep a food diary for a week and show you have your 'five a day'</p> <p>Regularly attend an after-school club or organisation</p> <p>Keep an exercise diary for half a term and analyse physical activity</p> <p>Create a healthy smoothie</p> <p>Grow something you can eat</p>	<p>Keep a food diary for a week and show you have your 'five a day'</p> <p>Regularly attend an after-school club or organisation</p> <p>Keep an exercise diary for half a term and analyse physical activity</p> <p>Create a healthy smoothie</p> <p>Grow something you can eat</p>		
Further Implementation tools						

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p>Ten Pieces <u>No Place Like Home</u> <u>Body percussions</u></p> <p>Listening: Identify the pulse in different musical styles and demonstrate through movement (e.g. clapping). <i>Listening: Begin to use basic musical vocabulary to discuss music being listened to (pulse, rhythm, tempo and mood).</i></p> <p>Composing: Improvise simple vocal chants, using question and answer phrases</p> <p>Composing: Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story , choosing and playing classroom instruments or sound-makers.</p> <p>Composing: Create music in response to a non-musical stimulus (e.g. storm, race car, rocket launch).</p> <p>Musicianship Pulse/Beat: Use body percussion and classroom percussion, playing repeated rhythm patterns and short ,</p>	<p>Rhythms of Childhood-singing <u>Tuned instruments (chime bars) Row your boat.</u></p> <p>Listening: Listen to music from a wide range of cultures and traditions (utilising MMC recommendations as a starting point).</p> <p>Composing: Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p><i>Musicianship Rhythm: Create rhythms using word phrases as a starting point.</i></p> <p>Musicianship Rhythm: Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Musicianship Pitch: Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on a drum.</p> <p><i>Musicianship Rhythm: Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i></p>	<p>Singing songs about the body- <u>Breathing</u></p> <p>Singing: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. <i>Singing: Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</i></p> <p>Singing: Begin with simple songs with a very small range, me-so and then slightly wider. Include pentatonic songs. <i>Singing: Sing songs with a small pitch range, pitching accurately.</i></p> <p><i>Musicianship Pitch: Sing short phrases independently within a singing game or short song.</i></p> <p>Musicianship Rhythm: Perform word-pattern chants, create, retain and perform their own rhythm patterns.</p> <p><i>Musicianship Pulse/Beat: Identify the beat groupings in familiar music that they sing regularly and listen to.</i></p> <p><i>Musicianship Rhythm: Play copycat rhythms, copying a leader, and invent rhythms for</i></p>	<p>Ten Piece <u>Mason Bates – Anthology of Fantastic Zoology -Sprite: A Bao A Qu</u> <u>Listening, composing, percussion</u></p> <p>Musicianship Pitch: Explore percussion sounds to enhance storytelling, e.g. ascending xylophone to suggest Jack climbing the beanstalk.</p> <p>Composing: Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns.</p> <p>Composing: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion.</p> <p>Composing: Use music technology, if available, to capture, change and combine sounds.</p> <p><i>Musicianship Pitch: Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</i></p>	<p>Singing – Sing-up resource? Singing: Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. <i>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control.</i></p> <p>Musicianship Pitch: Sing familiar songs in both low and high voices and talk about the difference in sound. <i>Musicianship Pitch: Play a range of singing games based on the cuckoo interval, matching voices accurately, supported by a leader playing the melody. The melody could be played on piano, acoustic instrument or backing track.</i></p> <p>Musicianship Pitch: Listen to sounds in the local school environment, comparing high and low sounds.</p>	<p>Ten Pieces <u>Hoe Down from Rodeo - Copland</u> <u>Reading notation, ostinato.</u></p> <p>Composing: Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <i>Composing: Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</i></p> <p><i>Musicianship Pulse/Beat: Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</i></p> <p><i>Musicianship Pitch: Recognise dot notation and match it to 3-note tunes played on tuned percussion (see MMC document example).</i></p> <p>Musicianship Rhythm: Perform short repeating rhythm patterns while keeping in time with a steady beat. <i>Musicianship Pulse/Beat: Begin to group beats in twos and threes by tapping knees on the first (strongest)beat and clapping the remaining beats.</i></p>

Music – Cycle 1

	<p>pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Musician's Pulse/Beat: Respond to the pulse in recorded/live music through movement and dance. E.g. stepping, jumping, walking on tiptoes etc.</p> <p><i>Musician's Pulse/Beat: Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement of others.</i></p> <p>Musician's Pulse/Beat: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p><i>Musician's Pulse/Beat: Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</i></p>	<p><i>Musician's Rhythm: Create and perform their own chanted rhythm patterns with the same stick notation.</i></p>	<p><i>others to copy on untuned percussion.</i></p>		
FROG Lilac					
Books CC reading					
CC writing					

	STEM						
	School Award	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	Perform a poem, a dance, a song to your class. Teach it to your friends.	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	Perform a poem, a musical piece, a dance, a song to your class. Teach it to your friends.	
	Further Implementation tools	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash

RE LTP – Cycle 1

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROG	<p><u>What do we know about change and how does it make us feel?</u></p> <p>Year 1 I can explain how people can look after each other. I can understand different points of view.</p>	<p><u>How do we know we belong? (All)</u></p> <p>Year 1 I can explain how people can look after each other. I can understand different points of view.</p>	<p><u>What can we find out about Jesus by visiting a church? (Christianity)</u></p> <p>Year 1 I can explain why Palm Sunday is important to Christians. I can explain the period of Easter from Maundy Thursday to Easter Sunday. I can explain what a surprise is.</p> <p>Year 2 Consider what makes a place special to people. I can explain advent and why light is important at Christmas. Explore what it is like to visit a place of worship. Compare different places of worship.</p>	<p><u>Why do people wear special clothes? (Islam, Christianity, Judaism)</u></p> <p>Year 1 I can understand what a ritual is. I can compare rituals from different religions.</p> <p>Year 2 Explain why celebrations are important in religions. I can describe what a ceremony is. I can explore what happens at ceremonies from different religions.</p>	<p><u>Why are stories important in religion? (Hinduism, Christianity)</u></p> <p>Year 1 I can explain how to be a good friend. I can explain how a disagreement can be resolved I can think about consequences of actions. I can explain who Jesus' disciples were.</p> <p>Year 2 Understand different points of view. Explain how a disagreement can be resolved. I can discuss how and why beginnings and endings can be marked in different ways.</p>	<p><u>What important lessons do we learn from Jesus' stories?</u></p> <p>Year 1 Explain messages in religious stories such as The Good Samaritan and Be My Guest.</p> <p>Year 2 Recall the Christian creation story and explain why it is important. Explain messages from religious stories.</p>

		I can explain why light is important at Hanukkah.	I can describe what a ceremony is. Explain advent and why light is important at Christmas.				
FROG Lilac							
Books CC reading CC writing							
STEM							
School Award	Find out about another religion or culture Visit a place of worship different to your own	Find out about another religion or culture Visit a place of worship different to your own	Find out about another religion or culture Visit a place of worship different to your own	Find out about another religion or culture Visit a place of worship different to your own			
Further Implementation tools							

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FROG</p>	<p><u>What makes a good friend?</u> Year 1 Display how to cooperate with others. Describe and discuss what makes themselves and others special. Demonstrate how to play cooperatively with others, respecting others. To know how to be a good friend Identify common likes and dislikes between others. Recognise what they are good at. Year 2 Describe acts of kindness Explain why people are special within the community groups they belong to. Explain their role in the group. Give reasons and explain class rules and decisions.</p>	<p><u>What is bullying?</u> Year 1 Recognise that hurtful teasing and bullying is wrong. Identify who can help if they are worried about something, recognising that both bodies and feelings can hurt. Demonstrate how to play cooperatively with others, respecting others. Year 2 Take part in a simple debate about topical issues Give reasons and explain class rules and decisions. Recognise how others are feeling, respecting each other's differences and how bullying is wrong.</p>	<p><u>What jobs do people do?</u> Year 1 Name and describe the jobs people do in their local community, including an emergency. Learn about where money comes from and making choices when spending. Know about saving money and how to keep it safe. Identify the different groups we belong to. Year 2 Give reasons and explain class rules and decisions. Identify groups they belong to</p>	<p><u>What helps us to stay safe?</u> Year 1 Know about personal safety and describe how to stay safe, including rules. Can talk about people who help keep them safe outside the home, including medicines and household products. To know what is meant by 'privacy'; the importance of respecting others. Explain what rules mean and how they help us Describe a way of looking after themselves and others Year 2 Know about keeping safe in the home, including fire safety. Understand how to keep safe outside, including road safety.</p>	<p><u>What can help us grow and stay healthy?</u> Year 1 Know how to keep themselves healthy. Recognise how to make healthy choices. Describe the importance of hygiene routines. Know about what can go into and onto bodies and how it can make people feel Recognise about growing, changing and becoming more independent. Year 2 Know the importance of eating well, physical activity, healthy eating and dental health. To know how to make healthy choices. Describe daily hygiene routines and recognise how disease can be spread. Identify ways they have grown and changed.</p>	<p><u>How do we recognise our feelings?</u> Year 1 To explain how it feels to lose something, recognising how it feels when there is change and loss. Describe and discuss what makes themselves and others special. Demonstrate how to play cooperatively with others, respecting others. Identify who can help if they are worried about something, recognising that both bodies and feelings can hurt. Year 2 Describe types of loss and how we can manage feelings. Give reasons and explain class rules and decisions. Recognise what they are good at.</p>

	Identify and describe how it feels when everyone works cooperatively.		Give reasons and explain class rules and decisions.	Identify main part of the body for boys and girls	To recognise what is fair and unfair, sharing views and opinions
FROG Litac			<p>Give examples and demonstrate how we can look after our environment.</p> <p>Demonstrate what you can do in an emergency.</p> <p>Demonstrate how you can ask for help if they worried about something.</p> <p>Identify the importance of not keeping secrets</p>	<p>Consider different types of family and how their home-life is special.</p> <p>Understand that everybody needs to be cared for and learn ways in which they care for others.</p> <p>Give reasons and explain class rules and decisions.</p>	
Books					
CC reading					
CC writing	English-Write a list of qualities that make a good friend.				
STEM					
School Award	Help the elderly by visiting someone you know to cheer them up once a week.			Create/make a healthy smoothie, recipe or meal. Keep a food diary for a month and show you have your five a day.	
Further Imple mentat					

