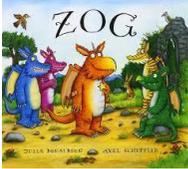
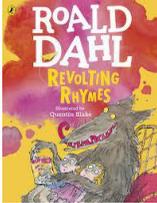
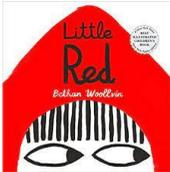
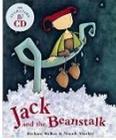
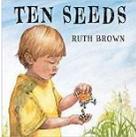
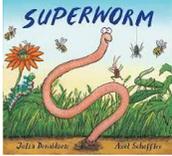
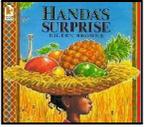
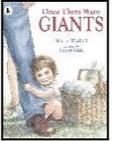
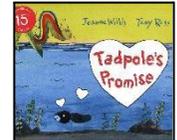
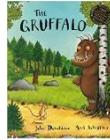




Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Kings and Queens	Local Area	Fairy Tales	Chocolate	Life Long Ago/At the Seaside	
English Contexts for Reading & Writing	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE</p>					
	<p>Stories</p> <p><i>Zog</i> (Julia Donaldson)</p>  <p><i>Herb the Vegetarian Dragon</i> (Jules Bass)</p>  <p><i>The Paper Bag Princess</i> (Robert Munsch)</p>	<p>Instructions</p> <p><i>George's Marvellous Medicine</i> (Roald Dahl)</p>  <p>Letters</p> <p><i>We're Going on a Bear Hunt</i> (Michael Rosen)</p>  <p><i>The Gruffalo</i> (Julia Donaldson)</p>	<p>Stories Non-fiction</p> <p><i>Revolt Rhymes</i> (Roald Dahl)</p>  <p><i>Little Red</i> (Bethan Woolvin)</p> 	<p>Stories Poetry</p> <p><i>Jack and the Beanstalk</i> (Richard Walker)</p>  <p><i>Ten Seeds</i> (Ruth Brown)</p>  <p><i>A Seed Is Sleepy</i> (Dianna Aston)</p>	<p>Non-fiction Poetry</p> <p><i>Superworm</i> (Julia Donaldson)</p>  <p><i>Meerkat Mail</i> (Emily Gravett)</p>  <p><i>No Place Like Home</i> (Jonathon Emmett)</p>	<p>Non-chronological reports</p> <p><i>Handa's Surprise</i> (Eileen Brown)</p>  <p><i>Once There Were Giants</i> (Martin Waddell and Penny Dale)</p>  <p><i>Tadpole's Promise</i> (Jeanne Willis and Tony Ross)</p>



Writing

Phonics Bug
Ed Shed - Weekly
SPAG lessons, plus
dictation and practice
activities

- Break words into phonemes for spelling
- Know some spellings which use variations of standard phonemes
- Use the possessive apostrophe
- Spell some words with contracted forms
- Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
- Form lower-case letters of the correct size relative to one another
- Write capital letters of appropriate size

- Write for different purposes
- Read aloud using appropriate intonation
- Use noun phrases
- Use four main types of sentence appropriately
- Use present and past tense correctly
- Use some coordinating and subordinating conjunctions
- Use appropriate demarcation punctuation
- Use commas for lists

Reading

Phonics Bug
Daily Accelerated
Reader / Guided
Reading / 1:1 Reading

- Read fluently using decoding skill
- Read accurately by blending, including alternative sounds for graphemes
- Read multisyllable words containing known graphemes
- Read common suffixes
- Read exception words
- Read most words quickly and accurately without overt sounding and blending

- Discuss and express views on a wide range of poetry, stories and non-fiction
- Recognise simple recurring literary language in stories and poetry
- Perform poetry learnt by heart with appropriate intonation
- Discuss and clarify the meanings of words
- Discuss the sequence of events in books
- Make inferences on the basis of what is being said and done
- Ask and answer questions about a text
- Predict what might happen based on reading so far
- Explain and discuss understanding of a range of reading

Maths

Whiterose
<https://whiterosemaths.com/>

Place value
Addition and
Subtraction

Addition and
Subtraction

Shape

Money

Multiplication and
division

Multiplication and
division
Length and height
Mass, capacity and
measure

Fractions
Time

Statistics
Position and
direction
Consolidation



<p>Science Science Bug https://www.activelearnprimary.co.uk/</p> <p>Key Scientist Focus https://www.twinkl.co.uk/resource/science-knowledge-organiser-scientists-and-inventors-year-2-t-sc-2549723</p>	<p>Uses of Materials Describe the physical properties of a variety of everyday materials. Compare and group together materials based on their physical properties. Identify and compare the suitability of everyday materials for particular uses. Explain how things move on different surfaces?</p> <p>People who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)</p>	<p>Changing shapes Explore how the shapes of solid objects can be changed. (squashing, bending, twisting, stretching)</p> <p>Margaret E Knight 1838-1914 most well-known for a machine she built when she was 30 which folded and glued paper to create a flat-bottomed paper bag</p>	<p>Feeding and exercise Explain the basic needs of animals, including humans for survival (water, food, air). Know why exercise, a balanced diet and hygiene are important for humans. Name sources of food for animals. Know about and explain a simple food chain.</p> <p>Elizabeth Garrett Anderson was the first woman to qualify as a doctor. She qualified in 1865.</p> <p>Louis Pasteur discovered that germs are living things that can be spread by touch or through the air.</p> <p>Science Careers—doctors / dentists</p>	<p>Growing plants Describe what plants need to survive. Observe and explain how seeds and bulbs grow into mature plants. Find out & describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Tim Smit had the idea to build the Eden Project</p> <p>Nicholas Grimshaw Designed the biomes for the Eden Project.</p> <p>Project career as a horticulturist- Lucy Wenger https://www.edenproject.com/eden-story/behind-the-scenes/a-day-in-the-life-of-an-eden-gardener</p>	<p>Living Things Explain the differences between living and non-living things. Describe some of the life processes common to plants and animals, including humans. Classify things by living, dead or non-living. Explain that animals grow and reproduce. Explain why animals have offspring which grow into adults. Describe the life cycle of some living things(e.g. egg, chick, chicken).</p> <p>Jane Goodall</p>	<p>Habitats Match living things to their habitat. Know how a habitat provides for the basic needs of things living there (plants and animals). Describe a range of different habitats. Describe how plants and animals are suited to their habitat. Describe what animals need to survive.</p> <p>Rachel Carson; a scientist who studied ocean habitats. She discovered that pollution from farms was affecting the oceans and the animals in them.</p>
<p>Working Scientifically</p>	<p>Use senses (see, touch, smell, hear or taste) to help them answer questions such as:</p> <ul style="list-style-type: none"> ○ Why do some trees lose their leaves in Autumn and others do not? ○ How long are the roots of tall trees? ○ Why do some animals have underground habitats? <p>Use some scientific words to describe what they have seen and measured. Classify, compare or group things according to a given criteria, e.g. deciduous and coniferous trees. Know how to set up and carry out a simple fair test eg. when finding out about how seeds grow best . Draw conclusions from fair tests and explain what has been found out. Explain why it might not be fair to compare two things.</p>					



Find simple patterns (or associations).
Identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not.
Use text, diagrams, pictures, charts, tables to record their observations.
Use equipment such as thermometers and rain gauges to measure and help observe changes to local environment as the year progresses
Use microscopes to find out more about small creatures and plants
Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with.

History

Kings and Queens

Chronological Understanding

Put up to 3 objects/events in chronological order.
Use words and phrases like: old, new, and a long time ago.

Recognise that a story that is read to them is from long ago.

Know that some objects belonged to the past.

Knowledge and Interpretation

Changes within living memory - Understand that we had a queen who ruled us for many years and we now have a new king.

Britain has had a king or queen for many years.

Identify the main differences between old and new objects.

Historical Enquiry

Ask and answer questions about old and new objects.

Identify old and new things in pictures.

Answer questions using an artefact/photograph.

Give plausible explanations about what objects were used for in the past.

Chocolate

John Cadbury

Christopher Columbus

Know about a famous person from outside the UK and explain why they are famous

Chronological Understanding

Put up to 3 events in chronological order.

Use words and phrases like: old, new, and a long time ago

Recognise that a story that is read to them is from long ago.

Retell a familiar story set in the past.

Knowledge and Interpretation

Appreciate that some famous people have helped our lives to be better today.

Identify the main differences between old and new objects.

Historical Enquiry

Ask and answer questions about old and new objects.

Identify old and new things in pictures.

Answer questions using an artefact/photograph.

Give plausible explanations about what object were used for in the past.

Life in Victorian Times/Queen Victoria

Know about events that happened long ago, before their grandparents were born

Know what we use today instead of a number of Victorian artefacts

Know that children's lives today are different to those of Victorian children.

Chronological Understanding

Put up to 3 objects in chronological order.

Use words and phrases like: old, new, and a long time ago.

Recognise that a story that is read to them is from long ago.

Know that some objects belonged to the past.

Knowledge and Interpretation

Identify the main differences between old and new objects - Know what we use today instead of a number of Victorian artefacts.

Historical Enquiry

Ask and answer questions about old and new objects.

Spot old and new things in a picture.

Answer questions using an artefact/photograph provided and give a plausible explanation about what an object was used for in the past.



Geography

Local Area

Geographical Enquiry

Say what they like about their locality.
Sort things they like and don't like.
Answer questions using different resources, such as books, internet and atlases.
Ask relevant questions about our local area.

Human and Physical Geography

Know their address.
Describe a locality using words and pictures.
Name key features associated with a town or village (e.g., church, farm, shop, house).
Name different jobs that people living in their area might do.
Explain some of the advantages and disadvantages of living in a city or village.

Skills and Fieldwork

Use simple compass directions
Use aerial photos, construct simple maps
Undertake simple fieldwork within school locality
Know and use the terminologies: left and right; below, next to.

Our Wonderful World

Mexico

Locational Knowledge

Know the names of and locate the seven continents of the world.
Know the names of and locate the five oceans of the world.
Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.

Place Knowledge

Know the main differences between a place in England and Mexico.
Know features of hot and cold places in the world.

Skills and Fieldwork

Use world maps, atlases and globes
Know which is N, E, S and W on a compass

Human and Physical Geography

Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Learn about the people who live in hot and cold places.

Explain what they might wear if they lived in a very hot or a very cold place.

Geographical Enquiry

Answer some questions using different resources, such as books, internet and atlases.

The Coast

Human and Physical Geography

Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Describe a locality using words and pictures.
Explain how the weather changes with each season.

Explain why they would wear different clothes at different times of the year.

Geographical Enquiry

Make, keep and answer questions using a weather chart.
Make plausible predictions about what the weather will be like later in the day or tomorrow.

Geographical /Place knowledge

Identify the 4 countries that make up the UK.
Name some of the main towns and cities in the UK.

Art

**Colour Chaos
Andy Goldsworthy**

Communicate something about themselves and create moods in their drawings.
Draw using pencil and crayons.
Draw lines of different thickness, using 2 different grades of pencil.
Describe what can be seen and give an opinion about the work of Andy Goldsworthy.
Ask questions about a piece of art.

William Morris

Know how to create a repeating pattern in print by pressing, rolling, rubbing and stamping.
Describe what can be seen and give an opinion about the work of William Morris.

Know how to use different effects within an IT paint package to create a picture (Link to Computing).

LS Lowry

Choose and use three different grades of pencil when drawing.
Know how to use charcoal, pencil and pastel to create art.
Know how to use a viewfinder to focus on a specific part of an artefact before drawing it - link to History.
Describe what can be seen and give an opinion



	<p>Know how to mix paint to create all the secondary colours. Know how to create brown with paint. Know how to create tints with paint by adding white and know how to create tones with paint by adding black.</p>	<p>Know how to make a clay pot and know how to join two clay finger pots together Ask questions about a piece of art. Develop skills and techniques in printmaking.</p> <p>https://williammorrissociety.org</p>	<p>about the work of LS Lowry. Ask questions about a piece of art. Suggest how artists have used colour, pattern and shape Know how to create a piece of art in response to the work of another artist.</p>			
<p>DT (Kapow) https://www.kapowprimary.com/</p>	<p>Christmas Fayre Item Mechanisms: Fairground wheel</p> <p>Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Make a model stronger and more stable. Use wheels and axles, when appropriate to do so.</p>	<p>Mechanisms: making a moving monster Food: a balanced diet</p> <p>Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Weigh ingredients to use in a recipe. Describe the ingredients used when making a recipe.</p>	<p>Structures: Baby Bear's Chair Textiles: pouches</p> <p>Design - purposeful, functional, appealing products for Baby Bear's Chair, based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, IT. Explain why they have chosen specific textiles.</p>			
<p>Music (Kapow) https://www.kapowprimary.com/</p>	<p>West African Call and Response Song</p>	<p>Christmas Play Orchestral Instruments</p>	<p>Musical Me</p>	<p>Dynamics, Timbre, Tempo and motifs</p>	<p>On this island: British songs and sounds</p>	<p>Myths and Legends</p>
<p>Computing NCCE National Centre for Computing</p>	<p><u>Computing Systems and Networks -IT around us</u></p> <p>How (IT) is used for good in our lives. Focus on IT in the home.</p>	<p><u>Programing A - Robot Algorithms</u></p> <p>Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>	<p><u>Programing B - Programming Quizzes</u></p> <p>Recaps on learning from the Year 1 Scratch Programming animations'. Understand that</p>	<p><u>Data and information - Pictograms</u></p> <p>Introduces the term 'data' and understand what data means and how this can be</p>	<p><u>Creating Media: digital photography</u></p> <p>Recognise that different devices can be used to capture photographs.</p>	<p><u>Creating Media: digital music</u></p> <p>Explore how music can make us think and feel. Make patterns and use to make music with both percussion</p>



<p>Explore how IT benefits society in places such as shops, libraries, and hospitals. Responsible use of technology, and how to make smart choices when using it.</p>	<p>Use given commands in different orders to investigate how order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. Design algorithms and then test those algorithms as programs and debug them.</p>	<p>sequences of commands have an outcome and make predictions based on their learning. Use and modify designs to create their own quiz questions in ScratchJr Realise these designs in ScratchJr using blocks of code. Evaluate their work and make improvements to programming projects.</p>	<p>collected in the form of a tally chart. Learn the term 'attribute' and use this to help them organise data. Presenting data in the form of pictograms and block diagrams. Use the data presented to answer questions.</p>	<p>Gain experience capturing, editing, and improving photos. Use this knowledge to recognise that images they see may not be real.</p>	<p>instruments and digital tools. Create different rhythms and tunes, using the movement of animals for inspiration. Share their creations and compare creating music digitally and non-digitally.</p>
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<p>E-Safety Project Evolve https://projectevolve.co.uk</p> <p><u>Self-Image and Identity</u></p> <p>Explain how other people may look and act differently online and offline. Give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened. Give examples of how they might get help.</p>	<p><u>Online Relationships</u></p> <p>Give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. Know who to ask before sharing things about self or others online. Describe different ways to ask for, give, or deny permission online. Explain who can help if under pressure to agree to something and identify who can help if something</p>	<p>Online Bullying</p>	<p>Managing Online Information</p>	<p>Health, Well-being and Lifestyle</p>	<p>Privacy and Security</p> <p>Copyright and Ownership</p>
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		<p>happens online without their consent.</p> <p>Online Reputation</p> <p>Explain how information online about someone can last for a long time and anyone can see it. Know who to talk to if something has been put online without consent or if it is incorrect.</p>				
<p>PSHE Entrust Staffordshire</p>	Me and my school Class rules	Me and my Safety	Me and My relationships	Happy and Healthy me	Me and the World	Me and Other people
<p>PE + Weekly Sport coaches and Forest School</p>	<p>Multi Skills Master basic movements including running, jumping, throwing and catching. Participate in team games. Developing simple tactics for attacking and defending.</p>	<p>Ugly Bug Ball Dance</p> <p>Change rhythm, speed, level and direction in dance. Make a sequence by linking sections together. Use dance to show a</p>	<p>Groovy Gymnastics Develop balance, agility and coordination and apply these in a range of activities. Plan and perform a sequence of movements. Improve sequence based on feedback.</p>	<p>Brilliant Ball Skills Master basic movements including throwing and catching. Use hitting, kicking and/or rolling in a game. Decide the best space to be in during a game.</p>	<p>Active Athletics Master basic movements including running, jumping, throwing and catching.</p>	<p>Skip to the Beat Dance</p> <p>Change rhythm, speed, level and direction in dance. Make a sequence by linking sections together. Use dance to show a</p>



		mood or feeling.	Think of more than one way to create a sequence which follows some 'rules'.	Use a tactic in a game. Follow rules.		mood or feeling. Sports Day Practice
RE Entrust Staffordshire	Belonging to a group Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c	Storytelling through sacred writings Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c	Worshipping and ceremonies Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b	Valuing new life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c	Caring for the Natural world Explore stories from religious traditions and find out about attitudes to the natural world 1.6c	Showing kindness and goodness Listen and respond to stories highlighting the morals and values of believers in practice 1.6a