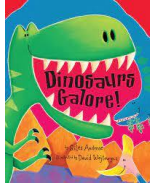
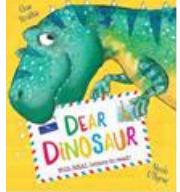
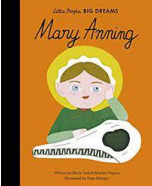



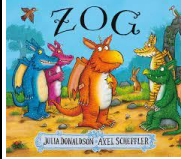



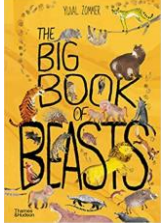
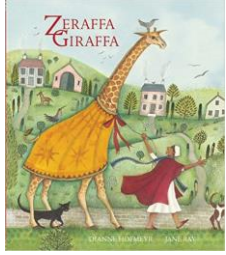


Years: KS1 1/2

Year A

Classes: 3, 4, 5

	HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
	Jurassic World	Nativity	Monarchy and Magic: Fact/Fiction		All Creatures: Great and Small	
Wider Experiences	Dinosaur visit	Perform in the Nativity	Skipton Castle	Potion making	Mini-Beasts	Wilder Beasts
Big Topic Question	Do we all start life as an egg? Why did the dinosaurs disappear?	Are all Kings born rich?	What makes a castle, a castle?	What makes magic, magic?		
Key Texts	   		 	  	 	 
Writing Outcome	Inform – Dinosaur Fact Book Inform – Letter to Dino Dora Inform – Biography: Mary Anning	Entertain – Narrative: The Christmas Story	Inform – Non-Chronological Report: Castles Entertain: Narrative: Character Description: Zog	Inform- Instructions: How to make a potion Entertain: Persuasion: Leaflet for Spell Book	Entertain – Narrative: Setting description Inform - Recount: Diary of a minibeast	Inform: Explanation Text: How do plants grow Entertain – Letter: Welcoming refugee to school
Grammar	Nouns and verbs sentence structure	Subject/Verb Year 2 replace the subject with a pronoun	Tenses	Where does my full stop go? Question marks. Exclamation marks. Sentence types	Prepositions	Co-ordinating conjunctions Year 1 (and,but) Year 2 (so, or)
Spelling and Phonics (Year 2 spelling patters will be taught daily through Super	SSPF	SSPF	Words ending in -ment -ful – less -ly Comparatives ending in -er Superlatives ending in -est	Words ending in -ful	Words ending in -ed	Words ending in -ies Comparative words ending in -er

Sonic Phonics Phase 6)						Adverbs ending in -ly
Irregular Verbs -Oral Rehearsal	To say, to make, to go, to take, to come, to see, to know, to get	To give, to find	To tell, to think	To become, to show	To leave, to feel	To sink, to bring, to begin, to keep
Reading	Retrieval	Retrieval	Summarise	Summarise	Inference/Explain	Inference/Explain
<p>English knowledge and skills</p> <p>Inform Entertain Persuade</p>	<p>Writing: Descriptions, instructions, Reading: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher explain clearly their understanding of what is read to them Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Grammar: Year 1 and Year 2 – Ready to write: consolidation of grammar skills for writing from previous year group Year 1 – punctuating sentences, Year 2 – commas and word classes Grammar: Year 1 – sentences and capital letters, Year 2 – conjunctions and sentence types</p>	<p>Writing: Narrative, Recount</p>	<p>Writing: Explanations about special things, Persuasive letters Reading: listening to, discussing and discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Grammar: Year 1 – capital letters proper nouns, Year 2 – sentence types and tenses and suffixes</p>	<p>Writing: Potion writing, Poetry Reading: learning to appreciate rhymes and poems, and to recite some by heart - recognising simple recurring literary language in stories and poetry - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Expressing views about a wide range of contemporary and classic poetry Grammar: Year 1 – conjunctions and exclamations, Year 2 – word classes and apostrophes</p>	<p>Writing: Non-Fiction writing – habitats, Narrative Reading: expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently being introduced to non-fiction books that are structured in different ways predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say Grammar: Year 1 – prefixes, suffixes, sequencing sentences, Year 2 – revisiting and consolidation of KS1 objectives</p>	<p>Writing: Writing in Role: Diary, Story Telling Reading: news report Reading: checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases Grammar: Year 1 – questions, singular and plural, Year 2 – revision and SATS</p>



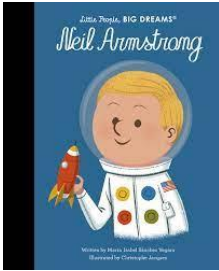
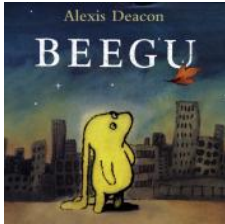

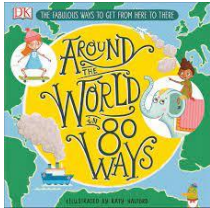
<p>Mathematical Knowledge and skills</p>	<p>Place Value/ Addition and Subtraction (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Place value within 10 + 1 and – 1 Bonds to 4,5,6,7,8,9,10 More, less, greater, fewer, and equal to</p> <p>Year 2 PV of digits in 10 Partitioning numbers into T and O including other combinations Estimate and recognise numbers on a number line Compare and Order numbers up to 100 using > < and = 2 digit not crossing the boundaries 2 digit both numbers are tens 2 digit + tens e.g. 43 + 30 (not crossing 100)</p>	<p>Place Value Addition and Subtraction/ multiplication and Division Geometry (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Geometry – 2d shapes and 3d shapes Place value to numbers within 20 Identify and represent numbers in different ways, pictorial, physical, abstract, recap language of greater, less, more, fewer and equal to</p> <p>Year 2 Multiplication and Division Arrays Commutativity Problem Solving Division problems Geometry Properties of shape 2d and 3d Describing and comparing</p>	<p>Place Value/ Fractions (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Counting in multiples of 2,5, and 10 Halves and doubles</p> <p>Year 2 Recall of the facts 2s 3s 5s 10s Place value – counting in 2s 3s 5s from 0 Counting in tens from any number Recognise and find $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of length, shape and quantity Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$</p>	<p>Addition and subtraction/ Measures (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Addition and subtraction of 10s and 1s, not crossing 0 Recap on place value – using all prior knowledge of mental bond recall Measurement and comparison across measures</p> <p>Year 2 Adding 3 1 digit numbers Subtracting 3 1 digit numbers TO + O crossing boundaries TO – O crossing boundaries Quarter past Quarter to</p>	<p>Fractions/ Addition and subtraction (times tables – Y2) (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Fractions halves and quarters Multiplication and division – one step problems and arrays Addition and subtraction facts within 20 Addition and subtraction crossing 10s</p> <p>Year 2 TO + TO to 100 TO – TO to 100 Simple pictograms and tables Totalling data Patterns and sequences Mathematical statements for 2, 5, 10 times tables Commutativity Problem solving</p>	<p>Place Value, geometry Y2 – times tables (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Place value partitioning of 2 digits (10s and 0s) 2D and 3D shapes Time – o'clock and half past</p> <p>Year 2 Mathematical statements for 2, 5, 10 times tables Commutativity Problem solving TO + TO TO – TO Measurement</p>
<p>Religion</p>	<p>Families - Belonging</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The love and care shown in the family – Explore God's love and care for every family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Know and understand:</p> <ul style="list-style-type: none"> About belonging to different groups – Explore That Baptism is an invitation to belong to God's family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Waiting - Advent</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> About the times that it is necessary to wait and the use of that time – Explore That Advent is a time of waiting to celebrate Jesus' coming at Christmas – Reveal <p>Acquire the skills of</p>	<p>Special People - Meals</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> That there are special people in our lives who are there to help us – Explore That on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Families and groups share special meals – Explore Mass as Jesus' special meal – Reveal 	<p>Change - Lent</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> That we change and grow – Explore Lent; a time to change in preparation for the celebration of Easter – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Holidays & Holydays</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Holidays as days to be happy – Explore Pentecost; a holy day – the feast of the Holy Spirit – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Being Sorry - Neighbours</p> <p>This topic learning outcomes: Know and understand:</p> <ul style="list-style-type: none"> We have choice – sometimes we choose well, and sometimes wrongly – Explore God helps us to choose well and to be sorry. God forgives us – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>

		assimilation, celebration and application of the above – Respond	Acquire the skills of assimilation, celebration and application of the above – Respond		
Scientific knowledge and skills Observing over time Pattern seeking Research Identifying & classifying Comparative tests Fair Tests	Animals Including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Explore and compare the differences between things that are living, dead, and things that have never been alive -Understand that animals, including humans, have offspring which grow into adults	Uses of everyday materials. Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ☐ -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Living Things and their habitats. 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 (mini beast link) identify and name a variety of plants and animals in their habitats, including micro-habitats – mini beasts 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 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.		
Seasonal Changes Why does it get dark earlier in winter?/ How do the seasons impact on what we do? Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies					
Historical geographical knowledge and skills Geographical skills and fieldwork Locational Knowledge Human and Physical Place Knowledge	<i>Geography</i> How has land mass changed from the Jurassic Period to present day? -Knowledge of continents and oceans -use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather How are other places different from where we live? use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <i>History</i> Which dinosaurs lived in which time period? -Develop an awareness of the	<i>Nativity – understanding of BC/ AD</i>	<i>History</i> Medieval Times Monarchy and castles use common words and phrases relating to the passing of time (chronological understanding) - understand key features of events (understanding of events, people and changes) -identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) Compare William the Conqueror and King Charles - Compare Medieval to now How and why were castles built? - sequence events and recount changes within living memory (chronological understanding) place known events and objects in chronological order (chronological understanding) Kings and queen of England	<i>Geography</i> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Map of our school, local area and woodland – link to minibeasts Name and locate the world's seven continents and five oceans Contrasting Non-European country ask simple geographical questions e.g. What is it like to live in this place? African Country – linked to the wilder beast or Egypt with Zeraffa Giraffa? 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>past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none">-know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods-ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.-understand some of the ways in which we find out about the past and identify different ways in which it is represented.- events beyond living memory that are significant nationally or globally- the lives of significant individuals in the past who have contributed to national and international achievements-			<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
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<p>Computing Knowledge and skills</p>	<p>Digital Literacy</p> <p>Year 1 iPad Swipe/ Zoom Lock/ Unlock Volume Save Format File Photo App Typing Home Button</p> <p>Year 2 Sequence Message For Loop Start/ End Function <i>Reinforced:</i> Command Instruction Algorithm Code Bug & Debug</p>	<p>Computer Science</p> <p>Year 1 Command Instruction Algorithm Code Bug & Debug Program Repeat Start/ End Delay</p> <p>Year 2 Inputs/ Outputs Sensors Controls Random Graphics Sound Effects Text Tilt Sequence Import/ Export</p>	<p>E-Safety + ICT</p> <p>Year 1 Privacy Security True/ False Import Trusted Adult Internet</p> <p>Year 2 Search Engine Voice Activation Navigate Digital Footprint Private Information Appropriate/ Inappropriate Cyber-Bullying</p>	<p>Digital Literacy</p> <p>Year 1&2, Year A Design Edit Draw Import Front Cover Narrative/ Plot Author Illustrator Published</p> <p>Year 1&2, Year B Build Design Edit Layer Rotate Zoom Camera Augmented Reality 3D Share Software</p>	<p>ICT</p> <p>Year 1 Computer Tool Input/ Output Screen Keyboard Speaker Camera Printer Voiceover Edit Environment</p> <p>Year 2 Embedded Computer Combined Input/ Output Device Appliance Accessibility Touchscreen</p>	<p>Cross-Curricular</p> <p>Your Technola instructor will liaise with class teachers during Summer One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and producing digital superhero comic books.</p>
<p>Art and Design knowledge and skills</p>	<p><i>Art & Design</i></p>	<p><i>Design & Technology</i></p>	<p><i>Design & Technology</i></p>	<p><i>Art & Design</i></p>	<p><i>Design & Technology</i></p>	<p><i>Art & Design</i></p>
<p>Using Kapow</p>	<p>Drawing: Make your mark</p> <ul style="list-style-type: none"> Know how to create different types of lines. Explore line and mark-making to draw water. Draw with different media. Develop an understanding of mark-making. Apply an understanding of drawing materials and mark-making to draw from observation. <p>Painting and mixed media: Colour splash</p> <ul style="list-style-type: none"> Investigate how to mix secondary colours. Apply knowledge of colour mixing when painting. Explore colour when printing. Experiment with paint mixing to make a range of secondary colours. Apply their painting skills when working in the style of an artist. 	<p>Textiles: Puppets</p> <p>Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Children work to develop their technical skills of cutting, gluing, stapling and pinning.</p>	<p>Structures:King/Queen's throne</p> <p>Using the Magical topic theme and History focus on medieval times and castles as inspiration, children help King/Queen by making him a brand-new throne. When designing the throne, they consider his needs and what s/he likes and explore ways of building it so that it is strong.</p>	<p>Craft and design: Woven Wonders</p> <ul style="list-style-type: none"> Know that art can be made in different ways. Choose, measure, arrange and fix materials. Explore plaiting, threading and knotting techniques. Learn how to weave. Combine techniques in a woven artwork. 	<p>Mechanisms: Making a moving monster</p> <p>After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</p>	<p>Sculpture and 3D: Paper play</p> <ul style="list-style-type: none"> Roll paper to make 3D structures. Shape paper to make a 3D drawing. Apply paper-shaping skills to make an imaginative sculpture. Work collaboratively to plan and create a sculpture. Apply painting skills when working in 3D.

Music knowledge and skills	<p align="center">Music: Performance MX1</p> <p>Year 1</p> <p>World Music, Africa/ Indonesia/ China/ South America/ Latin America, Emotions, Latin Pop, Pop, Music, Tango, Salsa, Meditation, Drums Gamelan/ Suling/ Kendhang/ Ganza/ Gong/ Pipa/, Erhu</p> <p>Year 2</p> <p>Samba, Ganza/ Tamborin/ Apito, Rhythm, Rhyme Chant, Call and Response, Ensemble, Leader Crotchet/ Minim/ Quaver/Triplet, Dynamics, Tempo</p>	<p align="center">Music: Story MX 3</p> <p>Year 1</p> <p>Story, Emotion, Genre, Soundboard, Nature, Bird Call Chants</p> <p>Year 2</p> <p>Animal, Character, Nursery Rhyme, Metaphor, Performance, Puppet, Melody, Dynamics, Tempo</p>	<p align="center">Music: Emotion MX6</p>																																						
P.E. knowledge and skills	<p>Fundamental Games Football Basketball</p>	<p>Dance and Gymnastics</p> <p>New and Wall Games – dodgeball/tennis</p>	<p>Striking and Fielding Rounders/Cricket</p> <p>Athletics</p>																																						
RSE/ PSHE	<table border="1"> <tr> <th colspan="4">Autumn: Living in the wider world</th> </tr> <tr> <td rowspan="2">Year 1</td> <td>What rules are; caring for others' needs; looking after the environment</td> <td>Using the internet and digital devices; communicating online</td> <td>Strengths and interests; jobs in the community</td> </tr> <tr> <td>Belonging to a group; roles and responsibilities; being the same and different in the community</td> <td>The internet in everyday life; online content and information</td> <td>What money is; needs and wants; looking after money</td> </tr> </table> <p>Autumn II KS1, Module 1, Unit 1 Story Sessions: Let the Children Come</p> <p>KS1, Module 2, Unit 1 Session 1: God Loves You</p>	Autumn: Living in the wider world				Year 1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	<table border="1"> <tr> <th colspan="4">Summer: Health and Well-being</th> </tr> <tr> <td rowspan="2">Year 1</td> <td>Keeping healthy; food and exercise, hygiene routines; sun safety</td> <td>Recognising what makes them unique and special; feelings; managing when things go wrong</td> <td>How rules and age restrictions help us; keeping safe online</td> </tr> <tr> <td>Year 2</td> <td>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</td> <td>Growing older; naming body parts; moving class or year</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Safety in different environments ; risk and safety at home; emergencies</td> </tr> </table> <p>KS1, Module 3, Unit 1 Session 1: Three in One</p> <p>Session 2: Who Is My Neighbour?</p> <p>Session 1: The Communities We Live In</p>	Summer: Health and Well-being				Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year				Safety in different environments ; risk and safety at home; emergencies	<table border="1"> <tr> <th colspan="4">Spring: Relationships</th> </tr> <tr> <td rowspan="2">Year 1</td> <td rowspan="2">Families and friendships Roles of different people; families; feeling cared for</td> <td rowspan="2">Safe relationships Recognising privacy; staying safe; seeking permission</td> <td>Respecting ourselves and others How behaviour affects others; being polite and respectful</td> </tr> <tr> <td>Year 2</td> <td>Making friends; feeling lonely and getting help</td> <td>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</td> <td>Recognising things in common and differences; playing and working cooperatively; sharing</td> </tr> </table> <p>KS1, Module 2, Unit 2 Session 1: Special People Session 2: Treat Others Well... Session 3: ...And Say Sorry</p> <p>KS1, Module 2, Unit 3 Session 1: Being Safe</p>	Spring: Relationships				Year 1	Families and friendships Roles of different people; families; feeling cared for	Safe relationships Recognising privacy; staying safe; seeking permission	Respecting ourselves and others How behaviour affects others; being polite and respectful	Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing
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Years: KS1 1/2		Year B		Classes: 3, 4, 5		
	HEAD: Dream Big		HEART: Believe with all your heart		HANDS: Achieve great things	
	Fire! Fire!		To Infinity and Beyond: Fact and Fiction		Transport: Near and Far	
WOW	Fire Station Trip: Bury	Fireworks outside	Wonder Dome	Aliens crash land	Local Walk	Transport Museum Bury Inc Train Station
Learning Challenge.	Where will our quest take us?	How can you let your light shine?	Do I have what it takes to be a space explorer?	Is there life in space?	Where will our quest take us?	
Key Texts	 <p>Narrative: Diary Pudding Lane and Great Fire of London - The Great Fire of London by Emma Adams</p>	 <p>Entertain: Guy Fawkes - Firework night by Andrew Collett (Poetry)</p>				 <p>Entertain: From a Railway Carriage by Robert Louis Stevenson (Poetry)</p>
English knowledge and skills Inform Entertain persuade	<p>Writing: Descriptions, story retelling, story writing (new versions) Reading: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher predicting what might happen on the basis of what has been read so far</p>	<p>Writing: letter writing, diary, description (design) Reading: discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Grammar: Year 1 – sentences and capital letters, Year 2 –</p>	<p>Writing: story sequels, diary entries in role Reading: answering and asking questions predicting what might happen on the basis of what has been read so far becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart Grammar: Year 1 – conjunctions and exclamations, Year 2 – word classes and apostrophes</p>	<p>Writing: Recount- moon landing, instructions to get home Reading: listening to, discussing and discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Grammar: Year 1 – capital letters proper nouns, Year 2 – sentence types nouns and tenses and suffixes</p>	<p>Writing: letters home in role, Persuasive note and letter Reading: recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done Grammar: Year 1 – questions, singular and plural, Year 2 – revision and SATS</p>	<p>Writing: Explanation – how to become an explorer, description – new island discover Reading: expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently being introduced to non-fiction books that are structured in different ways Grammar: Year 1 – prefixes, suffixes, sequencing sentences, Year 2 – revisiting and consolidation of</p>

	participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them Grammar: Year 1 and Year 2 – Ready to write: consolidation of grammar skills for writing from previous year group	conjunctions and sentence types				KS1 objectives
Mathematical knowledge and skills	<p>Place Value/ Addition and Subtraction (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Place value within 10 + 1 and – 1 Bonds to 4,5,6,7,8,9,10 More, less, greater, fewer, and equal to</p> <p>Year 2 PV of digits in TO Partitioning numbers into T and O including other combinations Estimate and recognise numbers on a number line Compare and Order numbers up to 100 using > < and = 2 digit not crossing the boundaries 2 digit both numbers are tens 2 digit + tens e.g. 43 + 30 (not crossing 100)</p>	<p>Place Value Addition and Subtraction/ multiplication and Division Geometry (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Geometry – 2d shapes and 3d shapes Place value to numbers within 20 Identify and represent numbers in different ways, pictorial, physical, abstract, recap language of greater, less, more, fewer and equal to</p> <p>Year 2 Multiplication and Division Arrays Commutativity Problem Solving Division problems Geometry Properties of shape 2d and 3d Describing and comparing</p>	<p>Place Value/ Fractions (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Counting in multiples of 2,5,and 10 Halves and doubles</p> <p>Year 2 Recall of the facts 2s 3s 5s 10s Place value – counting in 2s 3s 5s from 0 Counting in tens from any number Recognise and find 1/3 1/4 2/4 3/4 of length, shape and quantity Equivalence of 1/2 and 2/4</p>	<p>Addition and subtraction/ Measures (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Addition and subtraction of 10s and 1s, not crossing 0 Recap on place value – using all prior knowledge of mental bond recall Measurement and comparison across measures</p> <p>Year 2 Adding 3 1 digit numbers Subtracting 3 1 digit numbers TO + O crossing boundaries TO – O crossing boundaries Quarter past Quarter to</p>	<p>Fractions/ Addition and subtraction (times tables – Y2) (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Fractions halves and quarters Multiplication and division – one step problems and arrays Addition and subtraction facts within 20 Addition and subtraction crossing 10s</p> <p>Year 2 TO + TO to 100 TO – TO to 100 Simple pictograms and tables Totalling data Patterns and sequences Mathematical statements for 2, 5, 10 times tables Commutativity Problem solving</p>	<p>Place Value, geometry Y2 – times tables (Include Measurement Reasoning and problem solving)</p> <p>Year 1 Place value partitioning of 2 digits (10s and 0s) 2D and 3D shapes Time – o'clock and half past</p> <p>Year 2 Mathematical statements for 2, 5, 10 times tables Commutativity Problem solving TO + TO TO – TO Measurement</p>
Religion	<p>Beginnings Signs & symbols This Topic: learning outcomes Know and understand: The many beginnings each day offers – Explore God is present in every beginning – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Signs & symbols Preparations This Topic: learning outcomes Know and understand: • Preparing for special times – Explore • Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Books Thanksgiving This Topic: learning outcomes Know and understand: • About the different books used at home and in school – Explore • The books used in Church on Sunday by the parish family – Reveal Acquire the skills of assimilation, celebration and application of the above –</p>	<p>Opportunities Lent This Topic: learning outcomes Know and understand: • Each day offers opportunities for good – Explore • Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal Acquire the skills of assimilation celebration and application of the above – Respond</p>	<p>Spread the word This Topic: learning outcomes Know and understand: • Passing on messages – Explore • Pentecost, spreading the Gospel message through the gift of the Holy Spirit – Reveal Acquire the skills of assimilation celebration and application of the above – Respond</p>	<p>Rules Treasures This topic: learning outcomes Know and understand: • How rules can help at home and in school – Explore • The reasons for rules in the Christian family – Reveal Acquire the skills of</p>

	<p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Experience of signs and symbols – Explore • Signs and symbols used in Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		<p>Respond</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Different ways to say thank you – Explore • The Eucharist: the parish family thanks God for Jesus – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>			<p>assimilation, celebration and application of the above – Respond</p>
<p>Scientific knowledge and skills</p> <p>Observing over time Pattern seeking Research Identifying & classifying Comparative tests Fair Tests</p>	<p>Everyday materials</p> <p>Which materials should we build houses out of to survive a fire?</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>□ Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Animals including humans.</p> <p>What do aliens think of life on Planet Earth?</p> <p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p>		<p>Plants. Link to local area Quest</p> <p>Which birds and plants would we find near the river?</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 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</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>		
<p>Seasonal Changes</p> <p>Why does it get dark earlier in winter?/ How do the seasons impact on what we do?</p> <p>Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies</p>						
<p>Historical and geographical knowledge and skills</p> <p>Geographical skills and fieldwork</p> <p>Locational Knowledge</p> <p>Human and Physical</p> <p>Place Knowledge</p>	<p>History</p> <p>The Great Fire of London</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)</p> <p>Geography</p> <p>Where is London compared to Bury?</p> <p>ask simple geographical questions e.g. What is it like to live in this place?</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Identify London as the Capital City of the Engand. Name other UK countries and their capital cities and its surrounding seas..</p>	<p>Nativity – understanding BC and AD</p>	<p>History</p> <p>Neil Armstrong</p> <p>Significant person in History</p> <p>-Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p>-Describe changes within living memory and aspects of change in national life</p> <p>- describe events beyond living memory that are significant nationally or globally - moon landings</p>	<p>Geography</p> <p>The World from above</p> <p>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries as well AS the 7 CONTINENTS AND 5 OCEANS</p> <p>Identify the key human and physical features of its surrounding environment</p> <p>temperature/ land use – farms, factories, shops, etc (using satellite images to identify global cities, rainforests etc. deserts etc)</p> <p>identify seasonal and daily weather patterns in the United Kingdom and</p>	<p>Geography</p> <p>Exploring the Locality Around us</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>temperature/ land use – farms, factories, shops, etc What buildings are in our locality?</p> <p>devise a simple map; and use and construct basic symbols in a key for local area walk</p> <p>-know about some present changes that are happening in the local environment e.g. at school</p> <p>suggest ideas for improving the school environment</p>	<p>History</p> <p>The History of Transport</p> <p>Local History</p> <p>significant historical events, people and places in their own locality – the Steam Train</p> <p>describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences</p> <p>significant historical events, people and places in their</p>

				<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Contrasting European locality. ask simple geographical questions e.g. What is it like to live in this place? UK and Spain –link to MFL</p>		<p>own locality.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Key words: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were Young</p>
<p>Computing knowledge and skills</p>	<p>Digital Literacy</p> <p>Year 1 iPad Swipe/ Zoom Lock/ Unlock Volume Save Format File Photo App Typing Home Button</p> <p>Year 2 Sequence Message For Loop Start/ End Function <i>Reinforced:</i> Command Instruction Algorithm Code Bug & Debug</p>	<p>Computer Science</p> <p>Year 1 Command Instruction Algorithm Code Bug & Debug Program Repeat Start/ End Delay</p> <p>Year 2 Inputs/ Outputs Sensors Controls Random Graphics Sound Effects Text Tilt Sequence Import/ Export</p>	<p>E-Safety + ICT</p> <p>Year 1 Privacy Security True/ False Import Trusted Adult Internet</p> <p>Year 2 Search Engine Voice Activation Navigate Digital Footprint Private Information Appropriate/ Inappropriate Cyber-Bullying</p>	<p>Digital Literacy</p> <p>Year 1&2, Year A Design Edit Draw Import Front Cover Narrative/ Plot Author Illustrator Published</p> <p>Year 1&2, Year B Build Design Edit Layer Rotate Zoom Camera Augmented Reality 3D Share Software</p>	<p>ICT</p> <p>Year 1 Computer Tool Input/ Output Screen Keyboard Speaker Camera Printer Voiceover Edit Environment</p> <p>Year 2 Embedded Computer Combined Input/ Output Device Appliance Accessibility Touchscreen</p>	<p>Cross-Curricular</p> <p>Your Technola instructor will liaise with class teachers during Summer One to suggest ways of enhancing in-school topics with technology. Previous modules include using computer aided design (CAD) software to recreate Ancient Greek architecture, creating realistic Tudor portraits using photo editing software, and producing digital superhero comic books.</p>

<p>Art and DT knowledge and skills</p> <p>Using Kapow</p>	<p>Art & Design</p> <p>Sculpture and 3D: Clay houses</p> <ul style="list-style-type: none"> Use hands as a tool to shape clay. Shape a pinch pot and join clay shapes as decoration. Use impressing and joining techniques to decorate a clay tile. Use drawing to plan the features of a 3D model. Make a 3D tiles from a drawn design. <p>Sticky vocabulary: ceramic, clay slip, impress, relief, pinch pot, score, sculptor, sculpture, surface, three-dimensional, thumb pot</p> <p>Ranti Bam Rachel Whitehead</p>	<p>Design & Technology</p> <p>Food: Fruit and vegetables</p> <p>Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.</p>	<p>Design & Technology</p> <p>Mechanisms: Fairground wheel</p> <p>Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills</p> <p>The Aliens could stumble across a fairground and decide that they want to learn how to make a ferris wheel to take back and make on their own planet.</p>	<p>Art & Design</p> <p>Sculpture and 3D: Clay houses</p> <ul style="list-style-type: none"> Use hands as a tool to shape clay. Shape a pinch pot and join clay shapes as decoration. Use impressing and joining techniques to decorate a clay tile. Use drawing to plan the features of a 3D model. Make a 3D tiles from a drawn design. 	<p>Art & Design</p> <p>Craft & Design: Map it out</p> <ul style="list-style-type: none"> Investigate maps as a stimulus for drawing. Apply and learn the steps of the felt-making process. Experiment with craft techniques to develop an idea. Develop ideas and apply craft skills when printmaking. Present artwork and evaluate it against a design brief. 	<p>Design & Technology</p> <p>Mechanisms: Wheels and Axels</p> <p>To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. To know some real-life items that use wheels.</p>																								
<p>Music knowledge and skills</p>	<p>Music: Composition MX2</p> <p>Year 1 Beat, Rhythm, Pitch, Octaves, Scales, Structure, Emotions, Genre, Notation</p> <p>Year 2 Instrument, Musical Family, Wind/ Brass/ Strings/, Percussion, Rhythm, Notes, Crotchet/ Quaver/ Minim/, Triplet, Bar, Dynamics, Tempo</p>		<p>Music: Social MX4</p>		<p>Music: Futurism MX5</p>																									
<p>P.E. knowledge and skills</p>	<p>Fundamental Games Gymnastics Invasion Games: Basketball, Netball, Football, Hockey</p>		<p>Dance Indoor Athletics</p>		<p>Striking and Fielding Rounders/Cricket Net and wall games Tennis</p>																									
<p>RSE/PSHCE</p>	<p>Autumn: Living in the wider world</p> <table border="1" data-bbox="315 1206 846 1525"> <tr> <td data-bbox="315 1206 389 1449">Year 1</td> <td data-bbox="389 1206 539 1449">What rules are; caring for others' needs; looking after the environment</td> <td data-bbox="539 1206 712 1449">Using the internet and digital devices; communicating online</td> <td data-bbox="712 1206 846 1449">Strengths and interests; jobs in the community</td> </tr> <tr> <td data-bbox="315 1449 389 1525">Year 2</td> <td data-bbox="389 1449 539 1525">Belonging to a</td> <td data-bbox="539 1449 712 1525">The internet in</td> <td data-bbox="712 1449 846 1525">What money is;</td> </tr> </table>		Year 1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Year 2	Belonging to a	The internet in	What money is;	<p>Summer: Health and Well-being</p> <table border="1" data-bbox="949 1206 1496 1525"> <tr> <td data-bbox="949 1206 1077 1461">Year 1</td> <td data-bbox="1077 1206 1218 1461">Keeping healthy; food and exercise; hygiene routines; sun safety</td> <td data-bbox="1218 1206 1361 1461">Recognising what makes them unique and special; feelings; managing when things go wrong</td> <td data-bbox="1361 1206 1496 1461">How rules and age restrictions help us; keeping safe online</td> </tr> <tr> <td data-bbox="949 1461 1077 1525">Year 2</td> <td data-bbox="1077 1461 1218 1525">Why sleep is im-</td> <td data-bbox="1218 1461 1361 1525">Growing older;</td> <td data-bbox="1361 1461 1496 1525">Safety in different</td> </tr> </table>		Year 1	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Year 2	Why sleep is im-	Growing older;	Safety in different	<p>Spring: Relationships</p> <table border="1" data-bbox="1599 1206 2168 1525"> <tr> <td data-bbox="1599 1206 1682 1493">Year 1</td> <td data-bbox="1682 1206 1854 1493">Families and friendships Roles of different people; families; feeling cared for</td> <td data-bbox="1854 1206 1989 1493">Safe relationships Recognising privacy; staying safe; seeking permission</td> <td data-bbox="1989 1206 2168 1493">Respecting ourselves and others How behaviour affects others; being polite and respectful</td> </tr> <tr> <td data-bbox="1599 1493 1682 1525">Year 2</td> <td data-bbox="1682 1493 1854 1525"></td> <td data-bbox="1854 1493 1989 1525"></td> <td data-bbox="1989 1493 2168 1525"></td> </tr> </table>		Year 1	Families and friendships Roles of different people; families; feeling cared for	Safe relationships Recognising privacy; staying safe; seeking permission	Respecting ourselves and others How behaviour affects others; being polite and respectful	Year 2			
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	group; roles and responsibilities;	everyday life; online content and information	needs and wants; looking after money
	being the same and different in the community		

Autumn II KS1, Module 1, Unit 1 Story Sessions: Let the Children Come

	portant; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking	naming body parts; moving class or year	environments; risk and safety at home; emergencies
	for help		

Summer I KS1 Module 1 Unit 4 Session 1: The Cycle of Life

Summer I or II KS1, Module 3, Unit 1 Session 1: Three in One

Session 2: Who Is My Neighbour?

Session 1: The Communities We Live In

	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing
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Spring I KS1, Module 1, Unit 2 Session 1: I am Unique

Session 2: Girls and Boys

Spring II KS1 Module 1, Unit 3 Session 1: Feelings, Likes and Dislikes

Session 3: Super Susie Gets Angry