



Castle View Primary School

Yearly Overview Year 1 & 2 Cycle B

	Autumn		Spring		Summer	
Topic name	Could I be an explorer?	Who was a Queen?	Where are the oceans?	What is the United Kingdom?	What would it be like to live in Zambia?	What was a seaside holiday like over 100 years ago?
	<p>Set 1 A -teach single letter sounds, blending, spelling and reading Set 1 B -teach gaps in single letter sounds, blending, spelling and reading Set 1 C- teach gaps in single letter sounds, blending, spelling and reading Ditty -teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete a sentence and hold a sentence. Red- teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete and hold a sentence. Green- teach Set 2 sounds, review Set 1. Blending, spelling and reading. Writing simple sentences, thought bubbles, posters, lists, descriptive sentences, commands. Purple- teach Set 2 sounds, continue to review Set 1 sounds. Blending, spelling and reading. Writing letters, commands, descriptive sentences, balanced text with pros and cons, labels, balanced texts. Pink- teach remaining Set 2 Sounds. Once confident, teach Set 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, letters, postcards, questions and descriptive responses, commands, speech bubbles, instructions, writing facts. Orange- continue to teach Set 3 sounds, review Set 1 and 2 sounds. Blending, spelling and reading. Writing speech bubbles, descriptive sentences, sequenced narrative, persuasive invitation, shopping list, comparative description Yellow- review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing descriptive sentences, sequenced narratives, posters, recounts, letters, emails, short play, adverts, leaflets Grammar- past tense verbs, apostrophe of omission, capital letters, suffixes, plurals, compound words, adjectives, nouns, statements, questions, commands</p> <p>Blue- Review Set 1, 2 and 3 Sounds. Blending, spelling and reading. Writing- newspaper reports, letters, stories, invitations, poems, instructions, Grammar- adverbs ending -ly, commands, verbs, compound words, noun phrases, adjectives, past and present tense, commas in lists, apostrophe of omission</p> <p>Grey- Teach multi-syllabic words. Blending, spelling and reading. Writing posters, retelling a story, instructions, lists, describing sentences, fact files, recounts, questions. Grammar- co-ordination (or, but, and), progressive past/present tense, commands, nouns, apostrophe (possessive), adverbs, commands, suffixes, adjectives, verbs, commands, statements</p>					
English	<p>Literacy & Language</p> <p>FICTION Picture book <i>Cottonwool Collin</i> by Jeanne Willis and Tony Ross Story with familiar setting <i>Sister for Sale</i> by Adrian Bradbury</p> <p>hear and enjoy a picture book story</p> <p>learn the meaning of specific vocabulary</p> <p>increase their knowledge of synonyms</p> <p>use language to explore feelings shown in illustrations</p> <p>keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing</p> <p>develop their skills of argument and discussion</p> <p>become familiar with some words and phrases that help to move a story on</p>	<p>Language & Literacy</p> <p>FICTION Picture book <i>The fish who could wish</i> by John Bush & Korky Paul Poetry <i>Tiger</i> by Usha Kishore <i>River</i> by June Crebbin <i>Don't call alligator Long Mouth</i> by John Agard</p> <p>hear and enjoy a picture book poem</p> <p>make connections between stories</p> <p>use accurate descriptions</p> <p>keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing</p> <p>develop their skills of argument and discussion</p> <p>become familiar with some technical language particular to poetry</p>	<p>Language & Literacy</p> <p>FICTION Picture book <i>Little Croc's purse</i> by Lizzie Finlay Playscript <i>Oh Gnome!</i> By Lou Kuenzler</p> <p>learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms</p> <p>show their understanding of the story through drama</p> <p>keep a personal reading, writing and thinking log</p> <p>develop their skills of argument and discussion</p> <p>see and experience parts of the same story reconstructed as a script</p> <p>make connections between stories</p> <p>make links with their own experiences and make predictions.</p>	<p>Language & Literacy</p> <p>FICTION Picture book <i>Billy Monster's nightmare</i> by Alan Durant & Ross Collins Traditional tale <i>Beauty and the Beast</i> by Gill Howell</p> <p>show their understanding of the story through drama</p> <p>make connections between this story and other stories and their own experiences</p> <p>keep a personal reading, writing and thinking log</p> <p>develop their skills of argument and discussion</p> <p>become familiar with some special phrases particular to fairy tales</p> <p>make connections between stories and fairy tales they know well</p>	<p>Literacy & Language</p> <p>FICTION Picture book <i>The Night Shimmy</i> by Gwen Strauss & Anthony Browne Story with familiar setting <i>Chatterbox Ben</i> by Adrian Bradbury</p> <p>explore themes in a text</p> <p>show their understanding of emotions and feelings through drama</p> <p>make connections between this story and other stories and their own experiences</p> <p>keep a personal reading, writing and thinking log</p> <p>develop their skills of argument and discussion</p> <p>explore how characters' feelings are shown in illustrations</p> <p>use synonyms to describe characters' feelings</p> <p>develop their lateral thinking skills</p>	<p>Literacy & Language</p> <p>FICTION Picture book <i>G.E.M.</i> by Jane Clarke and Garry Parsons Story set in a fantasy world <i>Chocolate planet</i> by Jon Blake</p> <p>make connections between stories and their own experiences</p> <p>keep a personal reading, writing and thinking log</p> <p>develop their skills of argument and discussion</p> <p>make connections between stories</p> <p>make links with their own experiences</p> <p>make predictions</p> <p>learn the meaning of specific vocabulary used in the story</p>

	<p>make connections between books</p> <p>make links with their own experiences and a story</p> <p>make predictions</p> <p>read with expression understand how writers use language for effect</p> <p>consider the reasons behind a character's actions develop empathetic responses to characters and situations</p> <p>develop their awareness of dialogue and narrative</p> <p>develop their understanding of how stories are created by writers</p> <p>write a description of a character</p> <p>consider the effect that character and plot have on one another develop the first stage of a plan for their story</p> <p>see how a plan (Story mountain) helps an author and use this as a model for their own planning and writing</p> <p>use their plan (Story mountain) and notes to write their own story with a familiar setting</p> <p>share their story with a new audience</p> <p>evaluate their partner's work against specific criteria and then discuss how they could improve their work, in response to their partner's feedback</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>listen to and make connections between a new poem and a story</p> <p>make links between the settings of the two poems understand what kennings are and how they are created</p> <p>learn the meaning of specific vocabulary and increase their knowledge of synonyms</p> <p>read with intonation and expression</p> <p>identify repetition</p> <p>develop their performance of a poem to include movement and actions</p> <p>evaluate their own and others' performances</p> <p>develop their understanding that poems are made by poets and that we can all become poets</p> <p>work together to create strong visual imagery to use as inspiration for their poetry</p> <p>build powerful images to use in their poetry</p> <p>explore poetic techniques to use in their poems</p> <p>consider how to lay out and organise their poem</p> <p>see an example of a finished poem that will provide a model for their own writing</p> <p>create their own poem about their new sea creature</p> <p>create their own poem about their new sea creature</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p> <p>practise reciting, performing or reading their poem with feeling</p>	<p>use their phonic knowledge to decode multi-syllabic words and increase their understanding of rarer vocabulary they will encounter in the text</p> <p>summarise parts of a script orally and use drama techniques to communicate ideas and show understanding</p> <p>think more deeply about characters in the script and to record their ideas</p> <p>develop their lateral thinking skills to explore the text</p> <p>develop their awareness of how mood and atmosphere are created</p> <p>create mood and atmosphere using sound effects in a performance</p> <p>understand how small changes can have big consequences in narratives</p> <p>learn how to improvise dialogue in an imaginary setting</p> <p>develop their inferential thinking skills</p> <p>develop their confidence and skill in script planning and development</p> <p>participate in the final stages of writing a script that will provide a stimulus and model for their own writing</p> <p>use prompts to write their own ending and complete a scene</p> <p>evaluate their partner's work against specific criteria</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>make links with their own experiences make predictions learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms</p> <p>use their phonic knowledge to decode rarer multi-syllabic words taken from the text</p> <p>read a text independently</p> <p>understand how our opinions about characters can change as a story develops</p> <p>develop empathetic responses to characters and situations</p> <p>develop their awareness of dialogue and narrative</p> <p>practise being storytellers, using varied pace and intonation to sustain the listeners' interest</p> <p>explore and record what they know about the characters in a fairy tale understand how a character affects other characters and events in a story explore possibilities for a new fairy tale</p> <p>see a plan that will provide a model for their own planning develop a plan see an example of a finished story that will provide a model for their own writing</p> <p>use their plans to write their own fairy tale</p> <p>use their own stories to develop their own storytelling techniques and an awareness of the effects of their use of language in writing</p> <p>evaluate their partner's work against specific criteria and then discuss how they could improve their work, in response to their partner's feedback</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>make links with their own experiences make predictions learn the meaning of specific vocabulary used in the story increase their knowledge of synonyms consider how character and plot affect each other</p> <p>develop literal and inferential thinking skills</p> <p>identify different moods and feelings conveyed in a story</p> <p>increase their awareness of similes</p> <p>build up a description of a character they are familiar with</p> <p>see a character grow through three stages of development that will provide a model and stimulus for their own writing</p> <p>become familiar with a scenario to be used in their writing</p> <p>share the process of keeping a class reading, writing and thinking log</p> <p>evaluate their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>	<p>increase their knowledge of synonyms</p> <p>develop their literal and inferential thinking skills</p> <p>develop an empathetic response to characters and situations</p> <p>identify features of a fantasy story set in space</p> <p>consider how character, setting and plot affect each other</p> <p>use their imagination to explore the story setting</p> <p>develop an awareness of how sound creates atmosphere</p> <p>use their phonic knowledge to spell multi-syllabic words they have encountered in the text</p> <p>see and participate in the creation of a fantasy setting</p> <p>consider how setting can affect the characters and action in a story</p> <p>see a story grow through three stages of development that will provide a model and stimulus for their own writing</p> <p>create freeze-frames to consolidate ideas for the final part of their own writing</p> <p>evaluate their own and their partner's work against specific criteria and then discuss how they could improve their work</p> <p>proofread their work and make changes to improve the accuracy of their grammar, punctuation and spelling</p>
--	---	---	--	--	--	--

<p>Maths Year 1</p>	<p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> To be able to sort up to 10 objects To count objects to 10 To count objects from a group of 10 To represent up to 10 objects To represent numbers to 10 To count forwards to 10 To count backwards from 10 To count one more for numbers within 10 To count one less for numbers within 10 To count using one-to-one correspondence To compare up to 10 objects To use $<$, $>$ and $=$ for numbers within 10 To compare numbers within 10 To order up to 10 objects To order numbers up to 10 To recognise ordinal numbers To be able to use a numberline from 0-10 <p>Number: Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> To recognise parts and wholes in single objects To recognise parts and wholes in groups of objects To use the part-whole model To use the addition symbol To recognise fact families for addition facts To find number bonds for numbers within 10 To find number bonds to 10 To compare number bonds To be able to add amounts together To be able to add 'more' To be able to add using number bonds facts To be able to find a 'part' 	<p>Number: Addition and Subtraction (within 10) continued</p> <ul style="list-style-type: none"> To be able to subtract by crossing out To be able to use the subtraction symbol To be able to subtract to find a 'part' To be able to make fact families for addition and subtraction To be able to subtract by counting back To be able to find the difference To be able to compare addition and subtraction statements $a + b > c$ To compare addition and subtraction statements $a + b = c + d$ <p>Geometry: Shape</p> <ul style="list-style-type: none"> To recognise and name 3-D shapes To sort 3-D shapes To recognise and name 2-D shapes To make patterns with 2-D and 3-D shapes <p>Number: Place Value (within 20)</p> <ul style="list-style-type: none"> To be able to count forwards and backwards and write numbers to 20 To recognise numbers from 11 to 20 To partition numbers into tens and ones To find one more and one less To be able to compare groups of objects To be able to compare numbers To be able to order groups of objects To be able to order numbers <p>Consolidation</p>	<p>Number: Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> To explore addition by counting on from a given number To work systematically to find number bonds to 20 To add numbers within 20 using knowledge of number bonds To recognise and use the subtraction symbol within 20 To be able to partition to make 10 To be able to subtract within 20 crossing the 10 To explore addition and subtraction families for numbers within 20 To compare number sentences within 20 using inequality symbols <p>Number: Place Value (within 50) (multiples of 2, 5 and 10 included)</p> <ul style="list-style-type: none"> To count forwards and backwards within 50 To know that ten ones can be grouped into one ten To represent numbers to 50 using a variety of concrete materials To find one more and one less than given numbers to 50 To compare two sets of objects using 'more than', 'less than' or 'equal to' To compare numbers within 50 using inequality symbols 	<p>Number: Place Value (within 50) (multiples of 2, 5 and 10 included) continued</p> <ul style="list-style-type: none"> To be able to order numbers To count in multiples of 2 beyond 20 and up to 50 To count in multiples of 5 beyond 20 and up to 50 <p>Measurement: Length and Height</p> <ul style="list-style-type: none"> To understand that height is a type of length To compare lengths To use non-standard units to measure length and height To measure length using a ruler <p>Measurement: Weight and Volume</p> <ul style="list-style-type: none"> To compare two objects using 'heavier' and 'lighter' To use non-standard objects to measure the mass of an object To compare the mass of two objects using $<$, $>$ and $=$ To compare the volume in a container by describing whether it is full, nearly full or nearly empty To measure the capacity of different containers using non-standard units of measure To use 'more', 'less' and 'equal to' to compare the capacity as well as $<$, $>$ and $=$ <p>Consolidation</p>	<p>Number: Multiplication and Division (Reinforce multiples of 2, 5, and 10 to be included)</p> <ul style="list-style-type: none"> To be able to count in 2s To be able to count in 5s To be able to count in 10s To be able to make equal groups using manipulatives To be able to add equal groups To be able to make arrays To be able to make doubles To be able to make groups of an equal amount To explore sharing as a model of division <p>Number: Fractions</p> <ul style="list-style-type: none"> To be able to find a half using shapes and sets of objects To be able to find half of a small quantity To know that when a shape is split into four equal parts, each part is called a quarter To be able to find a quarter of a small quantity through equal sharing 	<p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> To use the language 'full', 'half', 'quarter' and 'three quarter' to describe turns made by shapes and objects To use 'left', 'right', 'forwards' and 'backwards' to describe position and direction To explore the position of objects and shapes from different starting points <p>Number: Place Value (within 100)</p> <ul style="list-style-type: none"> To be able to count forwards and backwards within 100 To be able to partition numbers in different ways To compare numbers within 100 using 'more than', 'less than' and 'equal to' To compare numbers and amounts using $<$, $>$ and $=$ To order sets of objects and numbers from smallest to largest and largest to smallest To find one more and one less than given numbers or amounts to 100 <p>Measurement: Money</p> <ul style="list-style-type: none"> To recognise and know the value of different denominations of coins To be able to recognise the value of different notes To count money efficiently using knowledge of counting in 2s, 5s and 10s <p>Measurement: Time</p> <ul style="list-style-type: none"> To use before and after to describe, sort and order events To know that there are 7 days in a week To be able to tell the time to the hour using an analogue clock To be able to tell the time to the half hour To explore the difference between seconds, minutes and hours To compare amounts of time using the language faster, slower, earlier and later <p>Consolidation</p>
<p>Maths Year 2</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> To be able to count forwards and backwards within 20 To recognise tens and ones within 20 	<p>Number: Addition and Subtraction continued</p> <ul style="list-style-type: none"> To add and subtract 100s To be able to find patterns between calculations 	<p>Number: multiplication and Division</p> <ul style="list-style-type: none"> To describe equal groups using stem sentences 	<p>Geometry: Properties of Shapes</p> <ul style="list-style-type: none"> To be able to recognise and name both 2-D and 3-D shapes To be able to count the number of sides accurately 	<p>Measurement: Length and Height</p> <ul style="list-style-type: none"> To be able to use the language of length such as long, longer, short, shorter, tall, taller 	<p>Measurement: Time</p> <ul style="list-style-type: none"> To be able to tell the time to the hour using an analogue clock To be able to tell the time to the half hour

- To be able to count forwards and backwards within 50
- To recognise tens and ones within 50
- To compare To compare numbers within 50
- To be able to count objects to 100
- To be able to read and write numbers to 100 in numerals and words
- To be able to represent numbers to 100 in different ways
- To partition numbers into tens and ones using the part-whole model
- To explore how tens and ones can be partitioned and recombines to make a total
- To use a place value chart
- To be able to compare objects using $<$, $>$ or $=$
- To be able to compare numbers using $<$, $>$ or $=$
- To be able to order objects and numbers
- To be able to count in 2s
- To be able to count in 5s
- To be able to count in 10s
- To be able to count in 3s

Number: Addition and Subtraction

- To recognise fact families for addition and subtraction bonds to 20
- To be able to check calculations
- To compare number sentences
- To know number bonds
- To know related facts
- To know number bonds to 100 for multiples of 10
- To be able to add and subtract ones
- To find 10 more and 10 less
- To add and subtract tens
- To be able to add by making 10
- To be able to add a 2-digit and a 1-digit number (crossing 10)
- To be able to subtract a 1-digit number from a 2-digit number (crossing 10)
- To be able to add two 2-digit numbers (crossing 10)
- To be able to subtract a 2-digit number from a 2-digit number (not crossing 10)
- To be able to subtract a 1-digit number from 2-digits (crossing 10)
- To be able to subtract a 1-digit number from a 3-digit number (crossing 10)

- To be able to add two 2-digit numbers (crossing 10 - add ones and add tens)
- To be able to subtract a 2-digit number from a 2-digit number (crossing 10 – subtract tens and subtract ones)
- To solve mixed addition and subtraction problems
- To be able to add and subtract 2-digit and 3-digit numbers not crossing 10 or 100
- To be able to add 2-digit and 3-digit numbers (crossing 10 or 100)
- To be able to subtract a 2-digit number from a 2-digit number (crossing 10)
- To be able to solve addition and subtraction problems
- To find and make number bonds to 100 (tens and ones)
- To add three 1-digit numbers

Measurement: Money

- To recognise coins and notes
 - To be able to count pence
 - To be able to count pounds (notes and coins)
 - To be able to count money (notes and coins)
 - To be able to select money
 - To be able to make the same amount in different ways
 - To be able to compare money
 - To be able to find the total
 - To be able to find the difference
 - To be able to find change
 - To be able to solve two-step problems
 - To be able to make equal groups
 - To be able to redistribute from unequal to equal groups
 - To add equal groups
- To make arrays

Number: Multiplication and Division

- To recognise equal groups
- To be able to make equal groups
- To be able to add equal groups
- To be able to write multiplication sentences using the 'x' symbol
- To be able to write multiplication sentences from pictures
- To be able to use arrays
- To make doubles
- To understand the 2 times table
- To understand the 5 times table
- To understand the 10 times table
- To be able to make equal groups by sharing

- To be able to make equal groups to demonstrate understanding of the word 'equal'
- To begin to connect equal groups to repeated addition
- To be able to link repeated addition and multiplication together
- To be able to use the multiplication symbol and work out the total from pictures
- To use arrays to calculate multiplication statements
- To know that 'double' is two groups of s number or an amount
- To use a variety of resources and images to explore the 2 times-table
- To use a variety of resources and images to explore the 5 times-table
- To use a variety of resources and images to explore the 10 times-table
- To use 1:1 correspondence to share concrete objects into equal groups
- To begin to see the link between multiplication and division
- To start with a given total and make groups of an equal amount
- To be able to divide by making equal groups
- To be able to use knowledge of grouping and sharing to divide by 2
- To be able to recognise odd and even numbers
- To be able to choose an efficient strategy for grouping or sharing depending on the context of the question
- To know that grouping and counting in 10s is more efficient than sharing into 10 equal groups

Statistics

- To know that tally charts are a systematic way of recording data
- To be able to use tally charts to produce pictograms
- To interpret and answer questions about the data presented in pictograms
- To be able to draw pictograms where the symbols represent 2, 5 or 10 items
- To be able to interpret pictograms represented vertically or horizontally

- To know that a vertex is where two lines meet
- To know that corners are also known as vertices
- To be able to accurately create 2-D shapes
- To be able to identify vertical lines of symmetry
- To be able to recognise and sort 2-D shapes in more than one way
- To use knowledge of the properties of 2-D shapes to create patterns
- To use knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes
- To use knowledge of faces and curved surfaces to identify edges on 3-D shapes
- To use knowledge of edges to identify vertices on 3-D shapes
- To be able to sort 3-D shapes in different ways
- To use knowledge of the properties of 3-D shapes to create patterns

Number: Fractions

- To know that a whole is one object or one quantity
- To know that halving is splitting a whole into two equal parts
- To be able to find half of a set of objects or quantity
- To be able to recognise quarters of shapes, objects and quantities
- To be able to find quarters of shapes, objects and quantities
- To be able to recognise thirds of shapes, objects and quantities
- To be able to find a third of shapes, objects and quantities
- To know that the denominator represents the number of parts that a shape or quantity is split into
- To be able to write a fraction where the whole is shaded
- To explore the equivalence of two quarters and one half of the same whole

- To use non-standard units to measure length and height
- To be able to measure using a ruler
- To measure to the nearest centimetre using a ruler or a tape measure
- To measure larger objects using metres
- To compare lengths of objects using comparison language and symbols
- To order more than two lengths from shortest to longest and vice versa
- To solve one-step and two-step problems relating to time

Geometry: Position and Direction

- To use 'left', 'right', 'forwards' and 'backwards' to describe position and direction
- To explore the position of objects and shapes from different starting points
- To use the language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line
- To describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'
- To describe and record directions
- To describe and create patterns that involve direction and turns

Problem solving and efficient methods

Consolidation

- To read and draw the times 'quarter to' and 'quarter past'
- To read and show analogue time to 5-minute intervals
- To explore the difference between seconds, minutes and hours
- To know that there are 24 hours in a day and 60 minutes in an hour
- To identify the start and end time of an event
- To compare times using 'longer' and 'shorter'

Measurement: Mass, Capacity and Temperature

- To describe objects as heavy, light, heavier than, lighter than
- To use non-standard units to measure the mass of an object
- To compare the mass of different objects
- To be able to read scales accurately
- To measure mass in kilograms
- To explore the concepts of volume and capacity in a practical way
- To use measure capacity using non-standard units
- To compare the volume of containers using $<$, $>$ and $=$
- To be able to measure in millilitres
- To recognise the difference between measuring in millilitres and litres
- To know that temperature is higher when it is warmer

Investigations

	<ul style="list-style-type: none"> To be able to add and subtract 3-digit and 2-digit numbers (not crossing 100) To be able to add and subtract 3-digit and 2-digit numbers (crossing 100) To be able to subtract a 2-digit number from a 3-digit number (crossing 100) 	<ul style="list-style-type: none"> To be able to make equal groups by grouping To be able to divide by 2 To recognise odd and even numbers To be able to divide by 5 To be able to divide by 10 	To be able to draw and interpret block diagrams	<ul style="list-style-type: none"> To be able to find three quarters of a quantity To use knowledge of halves, quarters and thirds to count in fractions from any number up to 10 		
Science	<p>Animals including Humans</p> <p>The basic needs of animals for survival.</p> <p>The importance of exercise and nutrition for humans.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Understand the concept of a life cycle.</p> <p>Living things</p> <p>The idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>Raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p> <p>Compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Animals including Humans</p> <p>The processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p>Living things</p> <p>Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</p>	<p>Everyday Materials</p> <p>Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p>	<p>Everyday Materials</p> <p>The properties of materials that make them suitable or unsuitable for particular purposes.</p> <p>Unusual and creative uses for everyday materials.</p> <p>Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants</p> <p>Use the local environment to observe how different plants grow.</p> <p>The requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p>Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p>	<p>Living things and their habitats</p> <p>The terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>
Computing	<p>Online Safety & Exploring Purple Mash</p> <p>To log in/out safely.</p> <p>To learn how to locate and edit saved work.</p> <p>To learn how to search effectively for resources.</p> <p>To become familiar with the icons and types of resources available in the Topics section.</p> <p>To add pictures and text to work.</p> <p>To explore the Tools section.</p> <p>To learn how to open, save and print.</p>	<p>Coding – 2Code</p> <p>To understand what an algorithm is.</p> <p>To design algorithms and then code them.</p> <p>To compare different object types.</p> <p>To use the repeat command.</p> <p>To use the timer command.</p> <p>To know what debugging is and debug programs.</p>	<p>Data -Spreadsheets</p> <p>To know what a spreadsheet program looks like.</p> <p>To enter data into spreadsheet cells.</p> <p>To use image tools to add clipart to cells.</p> <p>To use the control tools: lock, move cell, speak and count.</p>	<p>Animated Story Books</p> <p>To introduce e-books.</p> <p>To add animation to a story.</p> <p>To add sound to a story, including voice recording and music the children have composed.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To share e-books on a class display board.</p>	<p>Coding – Maize Explorers</p> <p>To understand the functionality of the direction keys.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of an algorithm.</p> <p>To understand how to change and extend the algorithm list.</p> <p>To create a longer algorithm for an activity.</p> <p>To set challenges for peers.</p>	<p>Presenting Ideas & Word Processing</p> <p>To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p>
History / Geography	<p>Intrepid Explorers; The study of significant individuals: Christopher Columbus and Neil Armstrong</p> <p>Children are introduced to Christopher Columbus and Neil Armstrong, they</p>	<p>Famous Queens</p> <p>Children go on a royal journey and explore the lives of queens in the past and present.</p>	<p>Continents and Oceans</p> <p>Where in the world am I?</p> <p>Where are the world's continents?</p> <p>Where are the world's oceans?</p>	<p>United Kingdom</p> <p>What is the United Kingdom?</p> <p>What can I find out about the United Kingdom?</p>	<p>Zambia</p> <p>Where is Zambia? Where is Mugurameno?</p> <p>Why is living near a river so important?</p>	<p>Local study: Victorian seaside holidays in Morecambe</p> <p>Children explore and compare seaside holidays in the past with seaside holidays today.</p>

	investigate why they are remembered today, what they achieved and how they are similar to or different from each other. Once they have all the information they need, they then use what they have learnt to decide who the greater explorer was. Will they be Team Columbus or Team Armstrong?	The children will investigate what it's like to be a queen and to live in a palace. Explore famous palaces in the United Kingdom and how they were used by queens in the past and present.	How can I show the continents and oceans on a map? What are the main features of each continent? What is special about each continent?	What are the UK's countries like? What are the UK's capital cities like? What do I know about a country in the UK?	How does the wildlife in Mugurameno impact on their life? How does food compare between Mugurameno and Lancaster? What do you need to make a safe home? How does being a child in Mugurameno compare to be in Lancaster? What is school like in Mugurameno? Why do Mugurameno residents recycle?	They will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.
Art / DT	Mechanical & Electrical Systems and ICT Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Make vehicles with construction kits which contain free running wheels. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. Roll paper to create tubes. Cut dowel using hacksaw and bench hook. Attach wheels to a chassis using an axle.	Collage To sort collage materials eg magazines, fabric, foils, cellophane, tissue paper, newspaper, tracing paper, crepe paper...etc, To experiment with different ways of attaching collage elements such as liquid glue, glue sticks, stapling or using Sellotape. To develop some accuracy when using scissors to cut card, paper or fabric To investigate simple paper or card weaving To experiment with arranging ripped, cut and folded paper / fabrics to create collages To study the work of a famous artist who used collage – Matisse the snail. Children to recreate their own versions of the snail To produce a collage in the style of Matisse eg a self portrait / building / plant etc.. To say what they like about their work and that of others, and be able to suggest possible improvements	DT Textiles ▪Cut out shapes which have been created by drawing round a template onto the fabric. ▪Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. ▪Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. ▪Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.	Printing To learn to 'stamp' the printing block, and not to move it on the paper To make rubbings of different textures in the environment To create monoprints eg make finger patterns in thick paint in a tray, then press a sheet of paper over the pattern to get a print Experiment with stencils and rollers or sponges Design and create their own printing blocks eg press print, lump of dough or plasticine with impressed patterns to make Experiment with overlapping printed images to alter colours Experiment with orientation and colour of the printed image To say what they like about their work and that of others, and be able to suggest possible improvements	Food Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit & veg. Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.	3D & Sculpture To manipulate malleable materials with growing confidence and dexterity and to be able to roll a sausage shape, a ball and a flat slab To use tools to roll out malleable media using a rolling pin and cutters To impress objects into the surface of malleable media to create pattern and texture eg tiles or 3D pictures To be able to make a simple mould with malleable media and take a plaster cast from it To make simple thumb pots and decorate the outside by using tools to impress into the surface To say what they like about their work and that of others, and be able to suggest possible improvements
RE	Christianity (God) Creation Care for the planet Harvest	Christianity (Jesus) Jesus as the light of the world Symbolism of light Advent and Christmas celebrations	Hindu dharma Devotion Worship in the home and temple	Islam Submission and gratitude Prayer	Christianity (Church) Worship The church Use of symbols	Judaism Moses Ten Commandments The Sabbath
PSHE	Relationships 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 opinions.		Living in the Wider World 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.		Health and Wellbeing 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. <i>(Y2 content only)</i> Safety in different environments; risk and safety at home; emergencies.	

<p>PE</p>	<p>Fundamental movement 3 To be able to skip using a rope. To bounce and travel with a ball with control. To receive and trap a ball. To pass a ball with some accuracy. To begin to jump for height. To catch a ball.</p>	<p>Dance-pirates To develop creative ideas using different word as a stimulus. To work well in pairs showing good co-operation skills and give useful peer feedback. To show good use of level, direction and unison when creating and performing in pairs. To understand what makes a good performance.</p>	<p>Gym- balancing and spinning To perform a sequence of spins and symmetrical balances on patches. To perform a sequence of spins and balances. To hold balances at different levels and spin out of balances to form a sequence. To perform their spins and balances in different formations.</p>	<p>Target games 2 To punt a ball with some accuracy with both feet. To strike a ball at a target with some degree of force and accuracy. To throw a ball overarm with some accuracy at a target. To bounce a ball with some accuracy at a target.</p>	<p>Net and wall skills 1 To send and receive a ball with some degree of accuracy. To strike a ball with one hand in the air. To strike and volley a ball with some degree of accuracy. To send a ball against a wall and receive it back. To keep a rally going against a wall with themselves or a partner.</p>	<p>Athletics To jump and land safely cushioning the landing and retaining balance. To throw in a variety of ways with accuracy. To run within a lane and dip to finish. To transfer a relay baton during a race. To jump with control and good timing. To take off in time when jumping to clear an obstacle.</p>
<p>Music</p>	<p>I Wanna Play in A Band Playing together in a band. Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Christmas Christmas Production with KS1/EYF</p>	<p>Round and Round Pulse, rhythm and pitch in different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p>	<p>Zootime Reggae music and animals. Sing, Play and Improvise. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>	<p>Friendship song A song around being friends. Take it in turns to improvise using C or C and D.</p>	<p>Reflect Rewind Replay This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place.</p>