Castle View Primary School

Yearly Overview Year 1 & 2 - Cycle A

	Autumn		Spring		Summer	
Topic name						
English	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 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 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					
English	**Literacy & Language** **FICTION** Picture book *Cottonwool Collin by Jeanne Willis and Tony Ross* Story with familiar setting *Sister for Sale by Adrian Bradbury* hear and enjoy a picture book story learn the meaning of specific vocabulary increase their knowledge of synonyms use language to explore feelings shown in illustrations keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing develop their skills of argument and discussion become familiar with some words and phrases that help to move a story on	**Literacy & Language** **FICTION** Picture book *The fish who could wish by John Bush & Korky Paul* Poetry *Tiger by Usha Kishore* *River by June Crebbin* *Don't call alligator Long Mouth by John Agard* hear and enjoy a picture book poem make connections between stories use accurate descriptions keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing develop their skills of argument and discussion become familiar with some technical language particular to poetry	**Literacy & Language** **FICTION** Picture book *Little Croc's purse by Lizzie Finlay* Playscript *Oh Gnome! By Lou Kuenzler* learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms show their understanding of the story through drama keep a personal reading, writing and thinking log develop their skills of argument and discussion see and experience parts of the same story reconstructed as a script make connections between stories make links with their own experiences and make predictions.	**Literacy & Language** **FICTION** Picture book *Billy Monster's daymare by Alan Durant & Ross Collins* Traditional tale *Beauty and the Beast by Gill Howell* show their understanding of the story through drama make connections between this story and other stories and their own experiences keep a personal reading, writing and thinking log develop their skills of argument and discussion become familiar with some special phrases particular to fairy tales make connections between stories and fairy tales they know well	**Literacy & Language** **FICTION** Picture book *The Night Shimmy by Gwen Strauss & Anthony Browne* Story with familiar setting *Chatterbox Ben by Adrian Bradbury* explore themes in a text show their understanding of emotions and feelings through drama make connections between this story and other stories and their own experiences keep a personal reading, writing and thinking log develop their skills of argument and discussion explore how characters' feelings are shown in illustrations use synonyms to describe characters' feelings develop their lateral thinking skills	**Literacy & Language** **FICTION** Picture book *G.E.M. by Jane Clarke and Garry Parsons* Story set in a fantasy world *Chocolate planet by Jon Blake* make connections between stories and their own experiences keep a personal reading, writing and thinking log develop their skills of argument and discussion make connections between stories make links with their own experiences make predictions learn the meaning of specific vocabulary used in the story

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

Maths Year 1	**Number: Place Value (within 10)** • 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 **Number: Addition and Subtraction (within 10)** • 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’	**Number: Addition and Subtraction (within 10) continued** • 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 **Geometry: Shape** • 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 **Number: Place Value (within 20)** • 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 **Consolidation**	**Number: Addition and Subtraction (within 20)** • 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 **Number: Place Value (within 50) (multiples of 2, 5 and 10 included)** • 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	**Number: Place Value (within 50) (multiples of 2, 5 and 10 included) continued** • 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 **Measurement: Length and Height** • 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 **Measurement: Weight and Volume** • 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 = **Consolidation**	**Number: Multiplication and Division (Reinforce multiples of 2, 5, and 10 to be included)** • 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 **Number: Fractions** • 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	**Geometry: Position and Direction** • 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 **Number: Place Value (within 100)** • 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 **Measurement: Money** • 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 **Measurement: Time** • 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 **Consolidation**

Maths Year 2

Number: Place Value

- To be able to count forwards and backwards within 20
- To recognise tens and ones within 20
- 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

Number: Addition and Subtraction continued

- To add and subtract 100s
- To be able to find patterns between calculations
- To be able to add two 2-digit numbers (crossing 10 - add ones and add tens)
- To be able to subtract a 2-digti 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

Number: multiplication and Division

- To describe equal groups using stem sentences
- 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

Geometry: Properties of Shapes

- To be able to recognise and name both 2-D and 3-D shapes
- To be able to count the number of sides accurately
- 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

Measurement: Length and Height

- To be able to use the language of length such as long, longer, short, shorter, tall, taller
- 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

Measurement: Time

- 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 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

	• 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 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)	• 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 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 interpret pictograms represented vertically or horizontally To be able to draw and interpret block diagrams	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 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	**Seasonal Changes** Observe and talk about changes in the weather and the seasons. Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. **Animals including Humans** Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Learn about the sense of: touch, smell, taste, sight, hearing and balance	**Animals including Humans** Use the local environment to explore and answer questions about animals in their habitat. Use the local environment throughout the year to explore and answer questions about plants growing in their habitat Understand how to take care of animals taken from their local environment and the need to return them safely after study. Know the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. -identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Seasonal Changes** Observe and talk about changes in the weather and the seasons. Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Use the local environment to explore and answer questions about animals in their habitat. Use the local environment throughout the year to explore and answer questions about plants growing in their habitat	**Everyday Materials** Explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, foil. Compare and group together a variety of everyday materials on the basis of their simple physical properties	**Plants** Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). 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** Observe and talk about changes in the weather and the seasons. Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. . Observe and describe weather associated with the seasons and how day length varies. **Animals including Humans** Use the local environment to explore and answer questions about animals in their habitat. Use the local environment throughout the year to explore and answer questions about plants growing in their habitat

Computing	**Online Safety & Exploring Purple Mash** To log in / out safely. To learn how to locate saved work. To learn how to search Purple Mash. To start to add pictures and text to work. To learn how to open, save and print.	**Technology Outside School** To explore the local community and find examples of where technology is used. To record examples of technology outside school. To think about future careers that may involve the use of technology.	**Using Search Technologies & Word Processing** To understand the terminology associated with searching. To gain an initial understanding of searching on the Internet. To develop an awareness of using technology safely. To begin to use the keys on a keyboard or keypad	**Creating Pictures** To learn the functions of different tools to create pictures. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template.	**Making Music** To make music digitally. To explore, edit and combine sounds. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds. To use uploaded sounds to create tunes.	**Questioning** To learn about data handling tools. To use yes/no questions to separate information. To construct a binary tree to identify items. To use a binary tree database to answer questions. To use the Search tool to find information.
History / Geography	**Childhood Then and Now** The children become historians as they learn about childhood and how it has changed over time, from toys crazes to schools to homes.	**Lancaster and our local area (including our school)** What are the differences between rural and urban areas? What are the features around our school grounds? What are the features of our local area? How can we record and recount the features of our local area? What are the different symbols on an Ordnance survey map? Why do we use them? What are the features we should include on a map of the local area?	**Weather and Seasons** How is the year organised into months and seasons? What are the differences between the seasons? How can I show what season I am in? How do people dress for different kinds of weather? How can I tell the weather's story/report? How does the weather affect people's work?	**Hot and Cold** Where are the world's hot and cold places? What is it like in the world's hot and cold places? Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? How do animals adapt to hot and cold places? What would I pack for a visit to a very hot place? How would it be different if I was going to a cold place? How can I describe what it is like in a hot or cold place?	**Florence Nightingale** Children research one of Britain's most famous historical figures, Florence Nightingale. They find out about her remarkable life as they journey through lessons about her youth, her famous voyage to Scutari, and the work she did there, as well as the work she did in her later years to improve nursing and hospital care.	**Events beyond living memory: The Great Fire of London** The children travel back to 1666 and the era of the Stuarts as they find out about the Great Fire of London and the effect it had on the people of the time. They will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.
Art / DT	**Mechanical and Electrical Systems and ICT** ▪ Join appropriately for different materials and situations e.g. glue, tape. ▪ Mark out materials to be cut using a template. ▪ Fold, tear and cut paper and card. ▪ Cut along lines, straight and curved. ▪ Use a hole punch. ▪ Insert paper fasteners for card. ▪ Experiment with levers and sliders to find different ways of making things move in a 2D plane.	**Drawing** To develop some control and accuracy in mark making To capture the shape of an object by drawing the outline To experiment with pattern and describe the marks made, naming them eg lines, dots, swirls, stripes, zigzags, spirals, dashes.. To make drawings using pattern eg fish scales, roof tiles, brickwork, woven baskets. To experiment with tone by pressing lightly or pressing down hard To match the colours of what they are drawing to their chosen media To select media to make representational drawings from memory, imagination and observation incorporating shape, colour, pattern and tone	**Painting** Developing skill in mixing powder paint of a good consistency and opacity Look at the work of Piet Mondrian. Create their own painting in the style of Mondrian To experiment with mixing secondary colours of various shades Mix colours to match objects and use them to create observational paintings Experiment with different textures of paint, adding glue, plaster or sand etc Investigate different brushstrokes eg dots of colour or dashes & how it is applied - looking at the work of Van Gogh or Seurat To select paints and brushes to make representational paintings from memory, imagination and observation	**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.	**Art Textiles** To match and sort fabrics and threads for colour, texture, length size and shape To cut shapes using scissors with developing confidence and accuracy To modify fabrics by fraying to create fringes, pulling threads to create gathers or patterns, applying colour etc To experiment with winding, twisting, plaiting braiding and knotting yarns and threads eg 'God's Eyes' and pom poms To attach fabric shapes with glue or use simple running stitch eg keyrings, cards etc To embellish work by adding braiding, fringing, buttons, beads etc eg on binca or hessian	**Structures** Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun with close supervision

		To say what they like about their work and that of others, and be able to suggest possible improvements	incorporating shape, colour, pattern and tone To say what they like about their work and that of others, and be able to suggest possible improvements		To say what they like about their work and that of others, and be able to suggest possible improvements	
RE	**Christianity** (God) God the Father Prayer	**Christianity** (Jesus) The nativity story Beliefs about Jesus as God incarnate Christmas	**Islam** God as creator Care for the planet	**Judaism** God's promise Noah Abraham Trusting in God	**Hindu dharma** One God in many forms God in all things Expressing ideas about God	**Christianity** (Church) Baptism Belonging
PSHE	**Relationships** Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission. How behaviour affects others; being polite and respectful. Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission. How behaviour affects others; being polite and respectful.		**Living in the Wider World** 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. What rules are; caring for others' needs; looking after the environment. Strengths and interests; jobs in the community.		**Health and Wellbeing** Keeping healthy; food and exercise, hygiene routines; sun safety. Toothcare. Recognising what makes them unique and special; feelings; managing when things go wrong. How rules and age restrictions help us; keeping safe online. Keeping healthy; food and exercise, hygiene routines; sun safety. Toothcare. Recognising what makes them unique and special; feelings; managing when things go wrong. How rules and age restrictions help us; keeping safe online.	
PE	**Fundamental movement 1** To run skilfully and negotiate space successfully. To pick up different objects with increasing motor control. To know what a good space is. To run around with my head up. To balance on one leg. To move through an obstacle course skilfully. To understand the effects exercise has on my body.	**Dance- animals** To move safely and creatively in space. To show different types of travel using good timing and use of levels. To focus on timing and performing in unison. To show different pathways in travelling movements. To use a poem as a stimulus to move creatively. To perform, review and improve our finished performance.	**Gym- wide, narrow and curved rolling. Balancing** To demonstrate agility, balance and coordination. To travel with body in a wide shape. To create a sequence of curled movements on the floor and apparatus. To make long shapes whilst in balance, motion and flight. To move from narrow to tight curled shapes. To form a sequence to include a curled, narrow and wide shape.	**Target games 3** To throw a ball with either hand underarm with some accuracy at a target. To kick a ball with some accuracy with both feet. To roll a ball with some accuracy with either hand. To punt a ball with some accuracy with both feet. To strike a ball with a racket with some degree of force and accuracy.	**Object Manipulation** To experiment with different ways of moving. To travel backwards safely. To balance on one leg. To jump in a variety of ways. To dodge others. To move with an awareness of others. To volley and punt.	**Striking and fielding games 2** To catch a ball after a bounce. To strike a ball off a tee, To pick up a ball one handed and return it underarm. To bowl overarm. To stop the ball as a wicket keeper. To make a barrier to stop a ball. To chase a ball and throw it back.
Music	**Hey You!** How pulse, rhythm and pitch work together. Listen and clap back, then listen and clap your own answer (rhythms of words).	**Christmas** Christmas Production with KS1/EYFS	**Rhythm in the way/Banana Rap** Pulse, rhythm and pitch, rapping, dancing and singing. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	**In the Groove** How to be in the groove with different styles of music. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D	**Your Imagination** Using your Imagination in the style of Pop music. Take it in turns to improvise using D or D and E.	**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.