

KS1 – Year 1/2 - Cycle 1 – 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Topic – Ourselfs Enriching Experiences: Cookridge has Got Talent	Topic – Once upon a time... Enriching Experiences: Christmas Play Rainbow Factory - trip	Topic – Enriching Experiences: Blast off! (Space)	Topic – Enriching Experiences: Pirates, Mermaids and Wild things Enriching Experiences: Pirate Party	Topic – Enriching Experiences: Toy Story Toy museum Abbey House	Topic – Around the World	
	English: Writing - Year 1 - Basic Fluency		English: Writing - Year 1 - Phonics		English: Writing - Year 1 - Handwriting		English: Writing - Year 1 – Grammar, punctuation and composition
	1. All Phase 5 Phonics have to be in place. 2. Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place. 3. Be able to use Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for spelling. 4. Spell most common exception words (Year 1). 5. Independently, construct correctly formed simple sentences with capital letters and full stops.	1. Identify known phonemes and graphemes in unfamiliar words. 2. Segmenting spoken words into sounds before choosing graphemes to represent the sounds. 3. Use letter names to show alternative spellings of the same phoneme. 4. Use the suffixes: s, es, ed, er and ing within their writing. 5. Know how the prefix un can be added to words to change meaning. 6. Use the spelling rule for adding s or es for verbs in 3rd person singular.	1. Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.	1. Children can correctly sequence words in a simple sentence, knowing the difference between lines of writing and sentences. 2. Punctuate sentences using a capital letter and a full stop in most sentences. 3. Sometimes punctuate sentences using a question mark or exclamation mark. 4. Re-read what they have written, making sure finger spaces are evident, to check that it makes sense. 5. Sequence sentences in chronological order to recount an event or an experience or to form short narratives. 6. Use 'and' to join sentences together.			
	English: Writing - Year 2 - Basic Fluency		English: Writing - Year 2 - Phonics		English: Writing - Year 2 - Handwriting		English: Writing - Year 2 – Grammar, punctuation and composition
Cycle 1 2017 – 2018	1. Be able to use Phase 5 phonemes (within context), in phonically decodable, irregular and nonsense words using embedded strategies (Phoneme fingers) for spelling. 2. Form lower case, capital letters and numerals (0-9) in the correct direction, starting and finishing in the right place. 3. Alternative spellings for phonemes. 4. Spell most common exception words (Year 2). 5. Independently construct correctly formed simple and compound sentences with capital letters and full stops.	1. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 2. Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly.	1. Writing capital and lower case letters and digits of the correct size, orientation and relationship to one another, including ascenders and descenders. 2. Using the diagonal and horizontal strokes needed to join letters in some of their writing.	1. Using sentences with different forms in their writing (Statements). 2. Using sentences with different forms in their writing (Questions). 3. Using sentences with different forms in their writing (Exclamations and commands). 4. Demarcating some sentences using question marks and exclamation marks correctly. 5. Spelling some words with contracted forms*. 6. Using present and past tense mostly correctly and consistently. 7. Using some expanded noun phrases to describe and specify. 8. Using co-ordination (or / and / but) and some subordination (when / if / that / because).			
	Non Chron Reports: Headings, intro, bullets and 'did you know?' boxes Invitations/posters Persuasion all year	Traditional Stories: 3 Pigs, Goldilocks, Red Riding Hood, Gingerbread Man – Forest Schools	Narrative Fantasy /Tim Peakes/Man on moon/ P4C Goodnight Spaceman- Michelle Robinson Spaceman music- Babylon zoo	Narrative: Pirate stories Where the wild things are Mermaid stories Forest Schools	Instructions	Cultural stories Recounts: letters, postcards & diaries Forest Schools	
	Maths - Year 1 - Basic Fluency Forest Schools & P4C		Maths - Year 1 – Number Forest Schools & P4C		Maths - Year 1 - Measure/Geometry/Statistics Forest Schools & P4C		
	1. That numbers represent a value (objects, representations and abstract). 2. Knowing that there are only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 numerals that follow a pattern. It resets and records after 9. 3. Confidently counts within 100. 4. Identify one more and one less from given a number. 5. Number bonds to 10 – (Link number bonds to 20). 6. Bridging through 10. 7. Learning the sequence of place value columns of ones and tens.	1. Count to and across 100, forwards and backwards. 2. Beginning with 0 or 1, or from any given number and count within 100. 3. Read and write numbers to 100 (e.g. 15) in numerals and 1-20 in words (e.g. Fifteen). 4. Use the language of: equal to, more than, less than (fewer), most, least. 5. Know by heart number bonds and related subtraction facts within 20 and to 20 (make sure number bonds, within 10 and to 10, are secure). 6. Using concrete objects, pictorial representations, and missing number problems, solve one-step problems that involve addition and subtraction, such as 7 = _ + 5. 7. Count in multiples of 2s, 5s, 10s. 8. Using concrete objects, pictorial representations and arrays, solve one-step problems involving multiplication and division (2s, 5s, 10s), with the support of the teacher. 9. Identify ½ and ¼ within shapes, objects or quantities (e.g. ½ £8, ¼ £10).	M1 – Compare, describe and solve practical problems for: length, weight, capacity and time [for example, long/short, full capacity/empty, o'clock and half past, double/half, heavy/light]. G1 - Recognise and name common 2-D and 3-D shapes [for example, rectangles (including squares), circles and triangles – Cuboid (Cube), cylinder, pyramid, prism].				
	Maths - Year 2 - Basic Fluency		Maths - Year 2 - Number		Maths - Year 2 - Measure/Geometry/Statistics		
	1. Counting from any number within 100, in 1s and 10s. 2. Number bonds to 10 – (Link number bonds to 20). 3. Consolidate Bridging through 10. 4. The pupil can recall doubles and halves to 20. 5. Read and write numbers to at least 100 in numerals and in words. 6. The pupil can add and subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33). 7. Know Timetables 2, 5, 10 (Efficient recall).	1. Recognise the place value of each digit in a 2 digit number. 2. Compare and order numbers from 0 up to 100; use <, > and = signs. 3. The pupil can add 2 two-digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations. 4. The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ – 14 = 28). 5. The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). 6. The pupil can recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary. 7. Identify ½, ¼, ¼, 2/4, 3/4 within shapes, objects or quantities.	M1 – The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given. M2 - The pupil can read the time on the clock to the nearest 15 minutes. G1 - The pupil can describe properties of 2-D and 3-D shapes.				

Spanish Country and foods	Spanish Numbers, simple conversation e.g. hello, how are you?	Spanish New Year Traditions Animals / Pets	Spanish Habitats Weather Easter	Spanish	Spanish
History: significant historical events, people and places in their own locality Forest Schools Geography: Use simple fieldwork and observational skills to study habitats in the school environment. Use aerial images to devise a simple map of the school environment. Forest Schools	History: The lives of significant individuals in the past George and the Dragon Geography: England, Ireland, Scotland, Wales (differences and capital cities) Name, locate and identify characteristics of countries in the United Kingdom. Use maps, atlases and globes to identify countries, continents and oceans.	History: Space (Neil Armstrong) To learn about the impact of Neil Armstrong's international achievements P4C Geography: Use simple compass directions (North, South, East and West) and locational and directional language Forest Schools	History the lives of significant individuals Captain Cook Blackbeard Geography: Oceans (physical features) Name and locate the oceans and the physical features. To name and locate the worlds 7 continents. Use maps, atlases and globes to identify countries, continents and oceans.	History: Toys (Pieter Bruegel) <i>Changes within living memory</i> Grandparents <i>To learn about changes within living memory related to toys.</i> Geography Understand geographical similarities and differences through studying the human and physical geography of a small area in a small area of the United Kingdom.	Geography Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non- European country. Forest Schools
RE P4C Theme: Creation Key question: Does God want Christians to look after the world? How would does God look after the animals? Religion: Christianity How the World Began?- First Bible Story. Create an animal and mindmap.	RE P4C Theme: Christmas story Key question: What gift would I have given Jesus if he had been born in my town, not Bethlehem? Religion: Christianity Include festivals	RE P4C Theme: Prayer at home Key question: does praying at home happen at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam Include festivals	RE P4C Theme: Easter – Palm Sunday Key question: why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? Religion: Christianity Include festivals	RE P4C Theme: Different religions Key question: What does it mean to belong to a faith community? Religion: Celebrate and understand different religions Include festivals	RE P4C Theme: Jesus as a friend Key question: Was it always easy for Jesus to show friendship? Religion: Christianity Include festivals
Science: Animals including humans (exercise & healthy living) (Year 1 Unit) <i>Describe the importance for humans of exercise, eating well and hygiene.</i> <i>Find out about and describe the basic needs of animals for survival.</i> <i>Draw parts of human body and explain senses.</i> P4C	Science: Seasonal Changes (weather associated with seasons) (Year 1 Unit) <i>observe changes across the 4 seasons.</i> <i>Observe and describe weather associated with the seasons and how the day length varies.</i> Forest Schools	Science: Uses of everyday materials (Year 1 Unit) <i>Identify and name a variety of everyday materials, Describe the properties of everyday materials. Identify and compare materials for particular uses. Find out how objects can be changed. Identify and classify</i> Forest Schools	Science: Working Scientifically <i>- asking simple questions and recognising that they can be answered in different ways</i> <i>- observing closely, using simple equipment</i> <i>- performing simple tests</i> <i>- identifying and classifying</i> <i>- using their observations and ideas to suggest answers to questions</i> <i>- gathering and recording data to help in answering questions.</i>	Science: Plants (Year 2 Unit) <i>Identify and name a variety of common plants. Describe structure of plant. Gathering and recording data to help in answering questions.</i> Forest Schools	Science: Working Scientifically <i>- asking simple questions and recognising that they can be answered in different ways</i> <i>- observing closely, using simple equipment</i> <i>- performing simple tests</i> <i>- identifying and classifying</i> <i>- using their observations and ideas to suggest answers to questions</i> <i>- gathering and recording data to help in answering questions.</i>
Y1&Y2 - Computing: E-safety and Text and Graphics NC6) - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. P4C	Y1&Y2 - Computing: Presenting NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Y1&Y2 - Computing: Control NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions NC2) - create and debug simple programs NC3) - logical reasoning to predict the behaviour of simple programs	Y1&Y2 - Computing: Digital Control NC1) - understand what algorithms (procedure or formula to solve a problem) are; how they are implemented as programs (group of algorithms) on digital devices; and that programs execute by following precise and unambiguous instructions NC2) - create and debug simple programs NC3) - logical reasoning to predict the behaviour of simple programs	Y1&Y2 - Computing: Media NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content	Y1&Y2 - Computing: Internet NC5) - recognise common uses of information technology beyond school NC4) - use technology purposefully to create, organise, store, manipulate and retrieve digital content
DT: NC 20 – Use the basic principles of a healthy and varied diet to prepare dishes Art: Self portrait –collage <i>I can use a range of materials creatively to design and make products.</i>	Art/DT: Fire painting/chalk – with silhouette Fireworks art Christmas Cards/decorations. <i>I can use a wide range of art and design techniques.</i>	DT: Design and build a rocket/moon buggies <i>I can generate, develop, model and communicate their ideas through drawing, talking and templates. Evaluate their ideas and products design criteria.</i> Alien collage Chalk pastel 'space window' Creating a universe in a jar Sparkly space pictures	DT: Food – making British foods – scones, eton mess, Easter buns <i>I can select from and use a range of tools and ingredients.</i>	DT: Wind weather implement (windmill, kite) <i>Design purposeful functional and appealing products for themselves or others to use based on design criteria.</i> <i>Explore and evaluate a range of existing products.</i> Forest Schools	Art: Making moving animals Collage Owl collage Nocturnal setting box Wash silhouette paintings <i>I can use a wide range of art and design techniques.</i> <i>DT NC21 – Understands where food comes from (create dishes using home grown produce)</i>
Music: Year 1: Sounds interesting Year 2: The long and short of it. <i>Use voices expressly and creatively.</i>	Music: Year 1: The long and short of it. Year 2: Feel the pulse. Forest Schools <i>Listen to recorded music.</i>	Music: Year 1: Feel the pulse. Year 2: Taking off. P4C <i>Listen with concentration and understanding to a live and recorded music.</i>	Music: Year 1: Rain, Rain go away Year 2: Sounds interesting. <i>To experiment with, create and combine sounds to make music</i>	Music: Year 1: What's the score. Year 2: Rain Rain, Go away. Forest Schools <i>Use voices expressly and creatively.</i>	Music: Year 1: taking off. Year 2: What's the score. <i>Plays tuned and un-tuned instruments musically.</i>
Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Dance NC 3 - perform dances using simple movement patterns.	Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Dance NC 3 - perform dances using simple movement patterns.	Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Athletics NC 2 - participate in team games, developing simple tactics for attacking and defending
PE Coordinator (PPA) - ABC Multiskills NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	PE Coordinator (PPA) Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	PE Coordinator (PPA) Fitness- Yoga NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <i>SC - Describe the importance for humans of exercise, eating well and hygiene.</i>	PE Coordinator (PPA) Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending	PE Coordinator (PPA) Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending	PE Coordinator (PPA) - Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending
PSHE: Physical health and wellbeing Year 1 – fun times	PSHE: Keeping safe and managing risk: Year 1 - Feeling safe:	PSHE: Identity, society and equality: Year 1 – Me and others:	PSHE: Drug, alcohol and tobacco education: Year 1 - What do we put into and on to bodies?	PSHE: Careers, financial capability and economic wellbeing:	PSHE: Mental health and emotional wellbeing: Year 1: Feelings

<ul style="list-style-type: none"> About food that is associated with special times, in different cultures. About active playground games from around the world About sun safety <p>Cross curricular links DT – healthy eating Science – importance of exercise, eating well and hygiene Computing – staying safe- online.</p> <p>(Mind mate lesson: Feeling good and being me: recognise feelings) Discrete lesson taught P4C</p> <p>Year 2 – What keeps me healthy?</p> <ul style="list-style-type: none"> About eating well About the importance of physical activity, sleep and rest About people who help us to stay healthy and well and about basic health and hygiene routines <p>Cross curricular links DT – healthy eating Science – importance of exercise, eating well and hygiene Computing – staying safe- online.</p> <p>(Mind mate: Feeling good and being me: Celebrate strengths:) – Discrete lesson taught P4C</p>	<ul style="list-style-type: none"> Safety in familiar situations About personal safety About people who help keep them safe outside the home. <p>Cross curricular links Art – bonfire night</p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond) Discrete lesson taught P4C</p> <p>Year 2 – Indoors and outdoors</p> <ul style="list-style-type: none"> About keeping safe in the home, including fire safety About keeping safe outside About road safety <p>Cross curricular links Science – clothing for different seasons</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others) Discrete lesson taught P4C</p>	<ul style="list-style-type: none"> About what makes themselves and others special About roles and responsibilities at home and school About being co-operative with others. <p>Cross curricular links English – Fantasy stories (being special) RE – Prayer at home</p> <p>(Mind mate lesson: Life changes: New school/class making new friends) Discrete lesson taught P4C</p> <p>Mental health and emotional wellbeing: Year 2 – Friendship</p> <ul style="list-style-type: none"> about the importance of special people in their lives about making friends and who can help with friendships about solving problems that might arise with friendships <p>Cross curricular links Music – evoking feelings – emotional music</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person) Discrete lesson taught P4C</p>	<ul style="list-style-type: none"> about what can go into bodies and how it can make people feel about what can go on to bodies and how it can make people feel <p>Cross curricular links Main theme – unhealthy pirates History – discovery of captain cook Science – investigation of medicines</p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong) Discrete lesson taught P4C</p> <p>Year 2 – Medicines and me</p> <ul style="list-style-type: none"> why medicines are taken where medicines come from about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use <p>Cross curricular links Main theme – unhealthy pirates History – discovery of captain cook Science – investigation of medicines</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings) Discrete lesson taught P4C</p>	<p>Year 1: My money</p> <ul style="list-style-type: none"> about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do <p>Cross curricular links Maths - money</p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences) Discrete lesson taught P4C</p> <p>Sex and relationship education: Year 2: Boys and girls, families</p> <ul style="list-style-type: none"> to understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children <p>Discrete lesson taught</p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy) Discrete lesson taught P4C</p>	<ul style="list-style-type: none"> about different types of feelings about managing different feelings about change or loss and how this can feel <p>Cross curricular links RE – Feelings of Jesus - friendship</p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets) Discrete lesson taught P4C</p> <p>Sex and relationship education: Year 2: Boys and girls, families</p> <ul style="list-style-type: none"> about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special <p>Cross curricular links Computing – creating a family tree.</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance) Discrete lesson taught P4C</p>
Enriching Experiences: Talent show	Enriching Experiences: Rainbow factory trip	Enriching Experiences: Visit from Scientist- planetarium	Enriching Experiences: Pirate party	Enriching Experiences: Abbey house museum trip	Enriching Experiences: Food tasting from around the world- with parents?

KS1 – Year 1/2 - Cycle 2 – 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>Topic – Ourselves</p> <p>Enriching Experiences: Cookridge has Got Talent</p>	<p>Topic – Festivals</p> <p>Enriching Experiences: Visit to Hindu temple? - Diwali Christmas Play</p>	<p>Topic – Fire and Ice</p> <p>Enriching Experiences: Local Fire station</p>	<p>Topic – Our local area.</p> <p>Enriching Experiences: Pauls pond</p>	<p>Topic – We all like to be beside the seaside.</p> <p>Enriching Experiences: Trip to Filey</p>	<p>Topic – A gardeners world</p> <p>Enriching Experiences: Tea party in the garden.</p>	
Cycle 2 2018 – 2019	English: Writing - Year 1 - Basic Fluency		English: Writing - Year 1 - Phonics		English: Writing - Year 1 - Handwriting		
	1. All Phase 5 Phonics have to be in place.	1. Identify known phonemes and graphemes in unfamiliar words.	1. Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.	1. Children can correctly sequence words in a simple sentence, knowing the difference between lines of writing and sentences.	2. Punctuate sentences using a capital letter and a full stop in most sentences.	3. Sometimes punctuate sentences using a question mark or exclamation mark.	
	2. Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place.	2. Segmenting spoken words into sounds before choosing graphemes to represent the sounds.	2. Writing capital and lower case letters and digits of the correct size, orientation and relationship to one another, including ascenders and decenders.	2. Using sentences with different forms in their writing (Statements).	3. Re-read what they have written, making sure finger spaces are evident, to check that it makes sense.	4. Using sentences with different forms in their writing (Questions).	
	3. Be able to use Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for spelling.	3. Use letter names to show alternative spellings of the same phoneme.	3. Using the diagonal and horizontal strokes needed to join letters in some of their writing.	3. Using sentences with different forms in their writing (Exclamations and commands).	4. Sequence sentences in chronological order to recount an event or an experience or to form short narratives.	4. Demarcating some sentences using question marks and exclamation marks correctly.	
4. Spell most common exception words (Year 1).	4. Use the suffixes: s, es, ed, er and ing within their writing.	4. Using the diagonal and horizontal strokes needed to join letters in some of their writing.	5. Sequence sentences in chronological order to recount an event or an experience or to form short narratives.	5. Use 'and' to join sentences together.	5. Spelling some words with contracted forms*.		
5. Independently, construct correctly formed simple sentences with capital letters and full stops.	5. Know how the prefix un can be added to words to change meaning.	5. Using the diagonal and horizontal strokes needed to join letters in some of their writing.	6. Sequence sentences in chronological order to recount an event or an experience or to form short narratives.				
English: Writing - Year 2 - Basic Fluency		English: Writing - Year 2 - Phonics		English: Writing - Year 2 - Handwriting		English: Writing - Year 2 – Grammar, punctuation and composition	
1. Be able to use Phase 5 phonemes (within context), in phonically decodable, irregular and nonsense words using embedded strategies (Phoneme fingers) for spelling.	1. Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	1. Writing capital and lower case letters and digits of the correct size, orientation and relationship to one another, including ascenders and decenders.	1. Using sentences with different forms in their writing (Statements).	2. Using sentences with different forms in their writing (Questions).	3. Using sentences with different forms in their writing (Exclamations and commands).	4. Demarcating some sentences using question marks and exclamation marks correctly.	5. Spelling some words with contracted forms*.
2. Form lower case, capital letters and numerals (0-9) in the correct direction, starting and finishing in the right place.	2. Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly.	2. Using the diagonal and horizontal strokes needed to join letters in some of their writing.	2. Using sentences with different forms in their writing (Exclamations and commands).	3. Using sentences with different forms in their writing (Exclamations and commands).	4. Demarcating some sentences using question marks and exclamation marks correctly.	5. Spelling some words with contracted forms*.	
3. Alternative spellings for phonemes.							
4. Spell most common exception words (Year 2).							
5. Independently construct correctly formed simple and compound sentences with capital letters and full stops.							

					6. Using present and past tense mostly correctly and consistently. 7. Using some expanded noun phrases to describe and specify. 8. Using co-ordination (or / and / but) and some subordination (when / if / that / because).
Non narrative: Invitations/posters Narrative: Traditional stories Poetry: Silly poems	Non narrative: Non Chron reports – different festivals P4C Narrative: Poetry:	Non narrative: Narrative: Poetry:	Non narrative: Narrative: Poetry:	Non narrative: Narrative: Poetry:	Non narrative: Narrative: Poetry: Forest Schools
Maths - Year 1 - Basic Fluency Forest Schools & P4C		Maths - Year 1 – Number Forest Schools & P4C		Maths - Year 1 - Measure/Geometry/Statistics Forest Schools & P4C	
1. That numbers represent a value (objects, representations and abstract). 2. Knowing that there are only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 numerals that follow a pattern. It resets and records after 9. 3. Confidently counts within 100. 4. Identify one more and one less from given a number. 5. Number bonds to 10 – (Link number bonds to 20). 6. Bridging through 10. 7. Learning the sequence of place value columns of ones and tens.		1. Count to and across 100, forwards and backwards. 2. Beginning with 0 or 1, or from any given number and count within 100. 3. Read and write numbers to 100 (e.g. 15) in numerals and 1-20 in words (e.g. Fifteen). Use the language of: equal to, more than, less than (fewer), most, least. 4. Know by heart number bonds and related subtraction facts within 20 and to 20 (make sure number bonds, within 10 and to 10, are secure). 5. Using concrete objects, pictorial representations, and missing number problems, solve one-step problems that involve addition and subtraction, such as $7 = _ + 5$. 6. Count in multiples of 2s, 5s, 10s. 7. Using concrete objects, pictorial representations and arrays, solve one-step problems involving multiplication and division (2s, 5s, 10s), with the support of the teacher. 8. Identify $\frac{1}{2}$ and $\frac{1}{4}$ within shapes, objects or quantities (e.g. $\frac{1}{2}$ £8, $\frac{1}{4}$ £10).		M1 – Compare, describe and solve practical problems for: length, weight, capacity and time [for example, long/short, full capacity/empty, o'clock and half past, double/half, heavy/light]. G1 - Recognise and name common 2-D and 3-D shapes [for example, rectangles (including squares), circles and triangles – Cuboid (Cube), cylinder, pyramid, prism].	
Maths - Year 2 - Basic Fluency		Maths - Year 2 - Number		Maths - Year 2 - Measure/Geometry/Statistics	
1. Counting from any number within 100, in 1s and 10s. 2. Number bonds to 10 – (Link number bonds to 20). 3. Consolidate Bridging through 10. 4. The pupil can recall doubles and halves to 20. 5. Read and write numbers to at least 100 in numerals and in words. 6. The pupil can add and subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). 7. Know Timetables 2, 5, 10 (Efficient recall).		1. Recognise the place value of each digit in a 2 digit number. 2. Compare and order numbers from 0 up to 100; use <, > and = signs. 3. The pupil can add 2 two-digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations. 4. The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$). 5. The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). 6. The pupil can recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary. 7. Identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{4}$, $\frac{3}{4}$ within shapes, objects or quantities.		M1 – The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given. M2 - The pupil can read the time on the clock to the nearest 15 minutes. G1 - The pupil can describe properties of 2-D and 3-D shapes.	
Spanish Numbers Country and foods	Spanish Numbers Greetings – hello, how are you?	Spanish New Year Traditions Animals	Spanish Habits Weather Easter	Spanish	Spanish
History: -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (timeline, future) Geography:	History: Guy fawkes. - the lives of significant individuals in the past who have contributed to national and international achievements. Geography: Forest Schools	History: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Geography: -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 and the North and South Poles Forest Schools	History -significant historical events, people and places in their own locality – Who is Paul? P4C Geography: 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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	History: Geography -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 and the North and South Poles (weather forecasts)	Geography: History -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. Forest Schools
RE P4C Theme: Creation Key question: Does God want Christians to look after the world? How would does God look after the animals? Religion: Christianity How the World Began?- First Bible Story. Create an animal and mindmap.	RE P4C Theme: Christmas story Key question: What gift would I have given Jesus if he had been born in my town, not Bethlehem? Religion: Christianity Include festivals	RE P4C Theme: Prayer at home Key question: does praying at home happen at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam Include festivals	RE P4C Theme: Easter – Palm Sunday Key question: why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? Religion: Christianity Include festivals	RE P4C Theme: Different religions Key question: What does it mean to belong to a faith community? Religion: Celebrate and understand different religions Include festivals	RE P4C Theme: Jesus as a friend Key question: Was it always easy for Jesus to show friendship? Religion: Christianity Include festivals
Science: Animals including humans (year 1 unit) -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 Science – key stages 1 and 2 8 Statutory requirements - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Science: Animals including humans (year 2 unit) -notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Forest Schools	Science: Every day materials (year 2 unit) -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 Forest Schools	Science: Living things and their habitats (year 2 unit) -explore and compare the differences between things that are living, dead, and things that have never been alive -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 -identify and name a variety of plants and animals	Science: Seasonal changes (Year 1 unit) -observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. P4C	Science: Plants (Year 1 unit) - 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. Forest Schools

	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.			in their habitats, including microhabitats - 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. Forest Schools		
Y1&Y2 - Computing: E-safety	Y1&Y2 - Computing: Algorithms, control and programming	Y1&Y2 - Computing: Algorithms, control and programming	Y1&Y2 - Computing: Digital content	Y1&Y2 - Computing: Where and why do we use computers?	Y1&Y2 - Computing: Internet	
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	create and debug simple programs logical reasoning to predict the behaviour of simple programs	use technology purposefully to create, organise, store, manipulate and retrieve digital content	recognise common uses of information technology beyond school	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
DT: Creating a house. Forest Schools Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	DT: Guy fawkes to go on bonfire. Forest Schools Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	DT: Build and make a volcanic structure. Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	DT: Create a 3D model of a pond. Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	DT: Create a seaside attraction – ferris wheel? Ice cream van? Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	DT: Creating tasty food grown from the garden. - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. Forest Schools	
Art: Self portraits -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Art: Forest Schools -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Art: - to use a range of materials creatively to design and make products	Art: P4C -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (David Hockney, Andy Goldsworthy)	Art: - to use a range of materials creatively to design and make products	Art: Forest Schools -- to use a range of materials creatively to design and make products	
Music: Year 1: Sounds interesting Year 2: The long and short of it. <i>Use voices expressly and creatively.</i>	Music: P4C Year 1: The long and short of it. Year 2: Feel the pulse. <i>Listen to recorded music.</i>	Music: Year 1: Feel the pulse. Year 2: Taking off. <i>Listen with concentration and understanding to a live and recorded music.</i>	Music: Year 1: Rain, Rain go away Year 2: Sounds interesting. <i>To experiment with, create and combine sounds to make music</i>	Music: Year 1: What's the score. Year 2: Rain Rain, Go away. <i>Use voices expressly and creatively.</i>	Music: Forest Schools Year 1: taking off. Year 2: What's the score. <i>Plays tuned and un-tuned instruments musically.</i>	
Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Dance NC 3 - perform dances using simple movement patterns.	Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Dance NC 3 - perform dances using simple movement patterns.	Teacher Led – Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Teacher Led – Athletics NC 2 - participate in team games, developing simple tactics for attacking and defending	
PE Coordinator (PPA) - ABC Multiskills NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	PE Coordinator (PPA) Gymnastics NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	PE Coordinator (PPA) Fitness- Yoga NC 1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <i>SC - Describe the importance for humans of exercise, eating well and hygiene.</i>	PE Coordinator (PPA) Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending	PE Coordinator (PPA) Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending	PE Coordinator (PPA) – Team Games NC 2 - participate in team games, developing simple tactics for attacking and defending	
PSHE: Physical health and wellbeing Year 1 – fun times - About food that is associated with special times, in different cultures. - About active playground games from around the world - About sun safety	PSHE: Keeping safe and managing risk: Year 1 - Feeling safe: - Safety in familiar situations - About personal safety - About people who help keep them safe outside the home. Cross curricular links	PSHE: Identity, society and equality: Year 1 – Me and others: - About what makes themselves and others special - About roles and responsibilities at home and school - About being co-operative with others.	PSHE: Drug, alcohol and tobacco education: Year 1 - What do we put into and on to bodies? - about what can go into bodies and how it can make people feel - about what can go on to bodies and how it can make people feel Cross curricular links	PSHE: Careers, financial capability and economic wellbeing: Year 1: My money - about where money comes from and making choices when spending money - about saving money and how to keep it safe - about the different jobs people do	PSHE: Mental health and emotional wellbeing: Year 1: Feelings - about different types of feelings - about managing different feelings - about change or loss and how this can feel Cross curricular links	

	<p>Cross curricular links English – invitations to parties Science – senses Computing – staying safe- online.</p> <p>(Mind mate lesson: Feeling good and being me: recognise feelings) Discrete lesson taught P4C</p> <p>Year 2 – What keeps me healthy? - About eating well - About the importance of physical activity, sleep and rest - About people who help us to stay healthy and well and about basic health and hygiene routines</p> <p>Cross curricular links English – invitations to parties Science – senses Computing – staying safe- online.</p> <p>(Mind mate: Feeling good and being me: Celebrate strengths:) – Discrete lesson taught P4C</p>	<p>Art – bonfire night DT – creating a bonfire</p> <p>(Mind mate lesson: Friends and family: Recognise how others show feelings and know how to respond) Discrete lesson taught P4C</p> <p>Year 2 – Indoors and outdoors - About keeping safe in the home, including fire safety - About keeping safe outside - About road safety</p> <p>Cross curricular links Art – bonfire night DT – creating a bonfire</p> <p>(Mind mate lesson: Friends and family: impact of behaviour on others) Discrete lesson taught P4C</p>	<p>Cross curricular links Science – properties of materials – what makes it special? DT – building volcanic structure cooperatively in a group</p> <p>(Mind mate lesson: Life changes: New school/class making new friends) Discrete lesson taught P4C</p> <p>Mental health and emotional wellbeing: Year 2 – Friendship - about the importance of special people in their lives - about making friends and who can help with friendships - about solving problems that might arise with friendships</p> <p>Cross curricular links Science – properties of materials – what makes it special? DT – building volcanic structure cooperatively in a group</p> <p>(Mind mate lesson: Life changes: Loss: losing loved objects/pet/person) Discrete lesson taught P4C</p>	<p>Science – animals including humans Computing – create poster about drugs</p> <p>(Mind mate lesson: Strong emotions: recognise what is fair/unfair right/wrong) Discrete lesson taught P4C</p> <p>Year 2 – Medicines and me - why medicines are taken - where medicines come from - about keeping themselves safe around medicines</p> <p>Asthma lesson for Year 2, 3 or 4 - that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Cross curricular links Science – animals including humans Computing – create poster about drugs</p> <p>(Mind mate lesson: Strong emotions: uncomfortable feelings) Discrete lesson taught P4C</p>	<p>Cross curricular links Maths – money- buying ice creams on beach Art – making products to sell</p> <p>(Mind mate lesson: Being the same, being different: Celebrating differences) Discrete lesson taught P4C</p> <p>Sex and relationship education: Year 2: Boys and girls, families - to understand and respect the differences and similarities between people - about the biological differences between male and female animals and their role in the life cycle - the biological differences between male and female children</p> <p>Discrete lesson taught</p> <p>(Mind mate lesson: Being the same, being different: beginning to understand empathy) Discrete lesson taught P4C</p>	<p>RE – Feelings of Jesus - friendship DT – managing feelings – hobbies – food?</p> <p>(Mind mate lesson: solving problems/making it better: Setting goals and targets) Discrete lesson taught P4C</p> <p>Sex and relationship education: Year 2: Boys and girls, families - about growing from young to old and that they are growing and changing - that everybody needs to be cared for and ways in which they care for others - about different types of family and how their home-life is special</p> <p>Cross curricular links Computing – creating a family tree.</p> <p>(Mind mate lesson: solving problems/making it better: not giving up/ perseverance) Discrete lesson taught P4C</p>
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