



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	Wriggle and Crawl	Rio de Vida	Muck, Mess and Mixture	Towers, Tunnels and Turrets	The Scented Garden	
No of Weeks.	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
Visits/ Visitors	Valley Woods – minibeast hunt	Sleeping Beauty Pantomime		Conisborough Castle	Heely City Farm	
Outcome (Express)	Honey Afternoon Tea (Enterprise)	Carnival (F2 to visit)	Exhibition Paid/ selling event (Enterprise)	Build a castle (Parent Event)	Making the Pizza Recipe Book – ground to fork	
Question	Could we survive without bee?	Why are carnivals so important in Brazil?	Can a material be changed?	Can you build the perfect castle?	Can you grow your own ingredients for a pizza?	
Rights Respecting School Focus	<p>Article 29 Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p>Article 28 Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.</p>	<p>Article 29 Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	
Vocabulary	Abdomen, antenna, thorax, metamorphosis, nectar, pollen, pupa, species, camouflage, chrysalis, classification, colony, larva	Patriotism, samba, carnival, legend, myth	Transparent, opaque, state, absorbent, consistency, concoction, flexible, hazard, hygienic, ingredient,	Medieval, moat, motte, passage, portcullis, rampart, Saxon, tower, tunnel, turret, arch, archer, arrow, bailey, battlements, burrow, castle, drawbridge, fortress, keep, lord	Exotic, germinate, herb, scent	





<p>Reading</p>	<p>Bee and Me Use age- appropriate dictionaries and thesauri to find the meaning of new words, with adult/ peer support</p>	<p>Brazilian Legend Understand the meaning of new words and phrases with adult support.</p>	<p>George’s Marvellous Medicine Make simple plausible attempts to explain meanings in the text; based on character speech or actions</p>	<p>Antony Brown -The Tunnel Rapunzel Make predictions based on what has been read so far.</p>	<p>The Tiny Seed With some support, find information in non-fiction books using contents, index and glossary.</p>	<p>Mabel’s Magical Garden Explain cause and effect in narrative in relation to characters and events.</p>
<p>Writing</p>	<p>Poetry – Riddles</p>	<p>Retell – of the Myth</p>	<p>Instructions</p>	<p>Write the next part of the story (The Tunnel)</p>		<p>Non Chron – own information booklet with labeled diagrams</p>
<p>SPaG</p>	<p>Spelling Read and spell Y1 CEW Read and spell Y2 CEW linked to topic / evidence from writing ay, ee, ie, oa, oo, ue families</p> <p>PAG Revise CL & FS, fingerspaces, ! and ? to demarcate sentences Teach conjunctions – and, so, but, because (co-ordination and subordination) Revise compound sentences Revise CL for proper nouns Teach word class – adjectives and nouns Teach expanded noun phrases (ensure understanding that an</p>	<p>Spelling Suffixes - ed / ing Suffixes - ful / ly Plurals – s, es, ies Spelling CEW linked to topic / evidence from writing Teach ‘a’ (‘or’ as in ball; ‘o’ as in watch) Teach ‘ar’ (‘or’ as in warm)</p> <p>PAG Teach word class – verbs and adverbs Teach sentence types – statements, exclamations, commands, questions Teach contractions – apostrophe for omission Revise CL for proper nouns Teach past / present tense</p>	<p>Spelling Soft C tch / dge Revisit suffixes ful / ly Words beginning with wr Revisit spelling rules for adding ing / ed Words beginning gn / kn Suffixes ier / est Spelling CEW linked to topic / evidence from writing</p> <p>PAG Revise contractions - apostrophes for omission Teach commas in lists Teach apostrophes for possession Teach expanded noun phrases (comparatives) Teach subordination – who, when, or, if (to create a complex sentence)</p>	<p>Spelling Suffixes tion, ment, ness Words with el, le, al Revisit plurals Homophones / near homophones Spelling CEW linked to topic / evidence from writing</p> <p>PAG Revise maintaining tense (including progressive (he sat / he was sitting) Revise apostrophes for possession Teach subject / verb agreement – was / were Revise subordination</p>	<p>Spelling Revisit spelling rules for adding er /est; ed / ing Revisit suffix ly (adverbs to clarify a verb) Spell words with contracted forms Revisit words ending in el, le, al, il Revisit rules for adding tion, ment, ness Spelling CEW linked to topic / evidence from writing</p> <p>PAG Revise sentence types and punctuation Revise subject / verb agreement – was / were Teach time connectives Revise subordination</p>	<p>Spelling Teach s (‘zs’ as in television) Teach compound words</p> <p>PAG Revise compound and complex sentences</p>



	ENP is about adding information about the noun - adding an adjective is only one way of writing ENP)					
Maths	<p>Place Value – 3 ½ weeks</p> <p>Addition / Subtraction Practical equipment/ Drawing tens and ones. 4 weeks</p> <p>Possibly start shape block??</p>	<p>Shape Block 2D and 3D. (1 week)</p> <p>Multiplication and Division (2 Weeks) Focus on multiplication</p> <p>Money 2 week</p> <p>Statistics 1 week</p>	<p>Division to complete the rest of the block from Aut 2. 2 weeks</p> <p>Measurement – Time 1 week</p> <p>Measurements Mass/ Capacity / Temperature 2 weeks</p> <p>Fractions – 2 weeks</p>	<p>Measurement Height/ Length 1 weeks</p> <p>Efficient methods for addition and subtraction mentally 1 week.</p> <p>Fractions – 1 week</p> <p>Shape – 2 days</p> <p>Position and direction 3 days</p> <p>Problem Solving and Efficient methods 2 weeks</p>	<p>Efficient methods for addition subtraction, multiplication and division</p> <p>Recap content from the year.</p> <p>Focus on problem solving.</p>	<p>Second week of time 1 week</p> <p>Revisit any gaps previously.</p>
SUMMS Focus	<p>Number bonds to 10/ 20 and 100</p> <p>Number Doubles to include near doubles.</p> <p>Number halves</p> <p>Counting on and back in 2s. 5 and 10s.</p>	<p>Multiplication/ TTRockstars Arithmetic Addition and Subtraction</p> <p>Number bonds to 10/ 20 and 100</p> <p>Number doubles to include near doubles.</p> <p>Number halves</p> <p>Counting on and back in 2s. 5 and 10s.</p>	<p>Multiplication/ Division TTRockstars</p> <p>Arithmetic start to look at mental methods for addition and subtraction.</p> <p>Number bonds to 10/ 20 and 100</p> <p>Number Doubles to include near doubles.</p> <p>Number halves</p> <p>Counting on and back in 2s. 5 and 10s.</p>	<p>Multiplication/ Division TTRockstars</p> <p>Arithmetic efficient mental methods.</p> <p>Fractions of number mentally including halving 2 digit numbers by partitioning and then halving and recombining.</p> <p>Number bonds to 10/ 20 and 100</p>	<p>Multiplication/ Division TTRockstars</p> <p>Arithmetic efficient mental methods.</p>	<p>Revisit previous teaching and look at efficient methods.</p>



				<p>Number Doubles to include near doubles. Number halves Counting on and back in 2s, 5 and 10s.</p>	
Science	<p>Animals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Animals - notice that animals, including humans, have offspring which grow into adults Animals - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Living things and their habitats - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Living things and their</p>	<p>Seasonal changes - observe changes across the four seasons Seasonal changes - observe and describe weather associated with the seasons and how day length varies Discuss materials and their properties when making anything Animals - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense – using our senses to discover and investigate</p>	<p>Everyday materials - distinguish between an object and the material from which it is made Everyday materials - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Everyday materials - describe the simple physical properties of a variety of everyday materials Everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Uses of everyday materials - find out how</p>	<p>Recap / build on Materials and Their Properties objectives Why did they start building castles out of stone? Why wouldn't you build a portcullis out of wood? Animals - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Animals - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (recap/ build on) Animals - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Plants - identify and describe the basic structure of a variety of common flowering plants, including trees Plants - observe and describe how seeds and bulbs grow into mature plants Plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Living things and their habitats - explore and compare the differences between things that are living, dead, and things that have never been alive Living things and their habitats - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Living things and their habitats - identify and name a variety of plants and animals in their habitats, including micro-habitats Living things and their habitats - 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 Animals - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Animals - identify and name a variety of common animals that are carnivores, herbivores and omnivores Animals - describe and compare the structure of a</p>



	<p>habitats - identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Living things and their habitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>		<p>the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		<p>variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Animals - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (History Link – Helen Keller)</p>
<p>History</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. (Vocab Lesson)</p>		<p>Be taught changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Looking at how technology (computers, phones and the internet) have adapted over time.</p> <p>Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Marie Curie</p>	<p>Be taught 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] – Castle Timeline</p> <p>Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods –</p>	<p>Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Helen Keller</p> <p>Be taught about significant historical events, people and places in their own locality. – Study a local sports person</p>



				<p>Isambard Kingdom Brunel</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. – comparing castle life in the past and modern day</p>		
<p>Geog.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. – This is covered in Science when we do The Tiny Seed work in Scented Garden</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	



	far; left and right], to describe the location of features and routes on a map					
Comp.	<p>2.4 Questioning</p> <p>2.2 Online Safety- Lesson 1</p> <p>2.5 Effective searching -Lesson 1</p> <p>CO 4 Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p>CO 5 Recognise common uses of information technology beyond school.</p>	<p>2.8 Presenting ideas</p> <p>2.5 Effective searching Lesson 2 & Lesson 3</p> <p>CO 4 Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p>CO 5 Recognise common uses of information technology beyond school.</p>	<p>2.6 Creating Pictures</p> <p>2.2 Online Safety (Internet Safety week)</p> <p>CO 4 Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p>CO 6 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.</p>	<p>2.3 Spreadsheets (Catch up spreadsheets)</p> <p>2.8 Presenting ideas- Revisit Lesson 4 for presenting about castles.</p> <p>CO 4 Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>	<p>2.1 Coding</p> <p>CO 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>CO 2 Create and debug simple programs.</p> <p>CO 3 Use logical reasoning to predict the behaviour of simple programs.</p>	<p>2.1 Coding</p> <p>2.8 Presenting ideas revisited and additional typing skills.</p> <p>CO 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>CO 2 Create and debug simple programs.</p> <p>CO 3 Use logical reasoning to predict the behaviour of simple programs.</p> <p>CO 4 Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>



<p>Art</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, describing the differences between practises and disciplines, and making links to their own work.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, describing the differences between practises and disciplines, and making links to their own work.</p>	<p>Learn about the work of a local artist.</p>	<p>To develop a wide range of art and design techniques in using pattern, texture, line, shape and space.</p> <p>Use a range of materials creatively to design and make products.</p>	<p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use a range of materials creatively to design and make products.</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Use a range of materials creatively to design and make products.</p>
<p>DT</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate ideas and products against design criteria.</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate ideas and products against design criteria.</p>	<p>Explore and evaluate a range of existing products.</p> <p>Understand where food comes from.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Select from and use a wide range of materials and components, including construction materials.</p> <p>Use a range of materials creatively to design and make products.</p>	<p>Select from and use a wide range of materials and components according to their characteristics.</p>	<p>Use a range of materials creatively to design and make products.</p>



<p>PE (Live and learn scheme)</p>	<p>Matball Minibeast Movement</p> <p>PE 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. PSHE 2f, 5e</p> <p>P 2 - participate in team games, developing simple tactics for attacking and defending</p> <p>P 3 -perform dances using simple movement pattern</p>		<p>Hockey/ Revisit Athletics Samba dancing</p> <p>P 2 - participate in team games, developing simple tactics for attacking and defending</p> <p>P 3 -perform dances using simple movement patterns</p>		<p>Football Gymnastics</p> <p>PE 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. PSHE 2f, 5e</p> <p>P 2 - participate in team games, developing simple tactics for attacking and defending</p>		<p>Throwing & catching Medieval dance</p> <p>PE 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. PSHE 2f, 5e</p> <p>P 2 - participate in team games, developing simple tactics for attacking and defending</p>		<p>Racquet Skills Gymnastics</p> <p>PE 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. PSHE 2f, 5e</p>		<p>Rounders Athletics</p> <p>PE 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. PSHE 2f, 5e</p> <p>P 2 - participate in team games, developing simple tactics for attacking and defending</p>	
	<p>RE (Rotherham scheme of work)</p>		<p>1.7 Muslims and Mosques</p>	<p>2.1 – What are the signs of belonging?</p>	<p>2.6 Why are some people leaders?</p>	<p>2.4 Being Fair, what can we learn from religious stories</p>	<p>2.5 What do the symbols of Easter mean?</p>	<p>2.2 – How to say thanks for the earth</p>	<p>2.3 I wonder. Questions about God</p>			
	<p>Music</p>		<p>Mu 1 Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu2 Play tuned and untuned instruments</p>	<p>Mu2 Play tuned and untuned instruments musically</p>		<p>Voices Foundation –8 – Distinguishing pulse and rhythm</p> <p>Feeling the rest as an aural feature of phrase</p> <p>Simple Time: identifying the pattern of two notes to one pulse (aural)</p>	<p>Mu2 Play tuned and untuned instruments musically</p> <p>Mu 4 Experiment with, create, select and combine sounds using the inter-related dimensions of</p>	<p>Mu 1 Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu2 Play tuned and untuned instruments</p>	<p>Mu 1 Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu2 Play tuned and untuned instruments</p>			





	<p>musically</p> <p>Mu3 Listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>11 – Simple time: identifying rhythms by their names (ta te-te)</p> <p>12 – Simple time: introducing the quarter-note (crotchet) and eighth-note (quaver) rhythm symbols to represent the rhythm names (ta te-te)</p>	<p>music</p>	<p>musically</p> <p>Mu 4 Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>musically</p> <p>Mu3 Listen with concentration and understanding to a range of high-quality live and recorded music</p>
<p>PSHCE and SEAL</p>	<p>Getting Along SFA The Caring School ILP PHSE - Feel positive about themselves by having their achievements recognised and by being given positive feedback.</p>	<p>Feelings and Relationships</p> <p>Keeping Myself Safe ILP PHSE – belonging to different groups, communities and how we celebrate in similar or different ways. Taking part in the carnival.</p>	<p>Healthy Lifestyles ILP PHSE – Medicines – Recognising dangerous liquids and containers in the home.</p>	<p>Me, Myself and My Community ILP PHSE – Dilemma – Decision and the impact of them.</p>	<p>Growing and Changing ILP – Explaining actions and consequences – linked to a community/ school litter pick project to help the environment.</p>	<p>The world of drugs ILP – Explaining actions and consequences – linked to a community/ school litter pick project to help the environment.</p>
<p>MFL (scheme)</p>						