

Unit Term	1	2	3	4	5	6
No of wks	7 weeks	8 weeks	7 weeks	5 weeks	6 weeks (SATs)	7 weeks
Topic	Superheroes	Dinosaurs	The Great Fire of London	The Great Fire of London	How does your garden grow?	Pirates
Writing opportunities in TOPIC	Letter to their favourite superhero Describe a superhero	Poem about dinosaurs	Recount/diary entry for an eyewitness	Explanation text: how to stay safe	Instructions: how to grow a plant	Recount for Class trip Story about Pirates
Science White Rose	The human body (Y1) – 5 weeks Autumn- (Y1) – 1 week	Materials (Y2) – 5 weeks Plastic – (Y2) – 1 week Winter (Y1) – 1 week	Planting A (Y1) -1 week Animals (Y1) - 6 weeks	Caring for the planet (Y1) – 2 weeks Planting B (Y1) – 1 week Spring (Y1) – 1 week Consolidation (Y1) – 1 week	Planting C (Y1) – 1 week Plants (bulbs and seeds) (Y2) – 2 weeks Growing up (Y2) – 4 weeks	Bulbs and seeds (Y2) – 1 week Growing up (Y2) – 1 week Wildlife (Y2) – 2 weeks Consolidation (Y2) – 2 weeks Summer (Y1) – 1 week
Literacy Fiction	Stories on a theme: Superheroes Super Daisy			Modern Fiction: Ed Vere stories Y1 Max the Brave	Traditional tales and Fables (4 weeks) Y2 The Ant and the grasshopper	Stories set in fantasy settings Grandads island OR stories about dragons The dragon machine
Non-fiction	Labels, lists and captions (Do this FIRST!! 1 week) Instructions (3 weeks)	Information texts (3 weeks) Y2	Recount (2 weeks) Y2	Letters and Postcards: excuse letters Y2		Commands, what you shouldn't do at school Y1 Or letters and postcards: different contexts

Poetry		Poems- using the senses (3 weeks)	Poems on a theme: Poems about families	Classic poems: poems by Edward Lear	Poems on a theme: Nature Poems	Humorous poems: Funny poems OR Aliens stole my underpants
Texts	Superheroes Super Daisy	Harry and his bucketful of dinosaurs DK First Dinosaur Encyclopedia	Diary of a Wombat Great fire of London	The little red hen. Chalie and Lola- we completely must go to London.	Jack and the beanstalk	Leon and the place between Pirate Pete
SPaG	<p>Capital letters for names, places, and days of the week</p> <p>naming the letters of the alphabet in order</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and</p> <p>the third person singular marker for verbs</p> <p>including the effects of these suffixes on the meaning of the noun</p> <p>Learn to read contractions e.g. don't</p>	<p>Learn to spell contractions e.g. don't</p> <p>using -ing, -ed, where no change is needed in the spelling of root words [for example, helping, helped, eating]</p> <p>use of p past tense throughout writing</p> <p>Spell the days of the week</p> <p>add suffixes to spell longer words, including -ment,</p> <p>- full stops, question marks and exclamation marks to demarcate sentences</p>	<p>add suffixes to spell longer words, including -ful, -</p> <p>Using -er and -est where no change is needed in the spelling of root words [for example, helper, quicker, quickest]</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>add suffixes to spell longer words, including , -less,</p>	<p>Commas to separate items in a list</p> <p>using the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> <p>Conjunctions</p> <p>co-ordination (using or, and, or but)</p> <p>Use of the progressive form of verbs in the present to mark actions in progress [for example, <i>she is drumming</i>,]</p>	<p>add suffixes to spell longer words, including -ly</p> <p>Use of the progressive form of verbs in the past to mark actions in progress [for example, <i>she was drumming</i>,]</p> <p>Compound nouns E.g, whiteboard</p> <p>use of present tense</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Conjunctions</p> <p>subordination (using when, if, that, or because)</p> <p>add suffixes to spell longer words, including -ness,</p> <p>distinguishing between homophones and near-homophones</p> <p>Consolidate</p>

Guided read	<i>Superheroes All Sorts</i> Hamilton Group Reader, <i>Dream On</i> Hamilton Group Reader;	<i>Nana, what's an information text?</i> Hamilton Group Reader	<i>The Cat's Journey and Angry Cat</i> Hamilton Group Readers	<i>The Pobble Who Has No Toes</i> Hamilton Group Reader <i>Dear Mr Postman</i> Hamilton Group Reader.	<i>The Ant and the Grasshopper</i> Hamilton Group Reader	<i>St George and the Dragon</i> Hamilton Group Reader; <i>What You Shouldn't Do Before School</i> Hamilton Group Reader,
Class Text	Traction Man Emily Brown and the Thing The Hodegheg Dr Xargle's Book of Earthlets Marv You matter	Not Now Bernard Who's Afraid of the big bad book? The Elephant and the bad baby Anita and the dragons Paddington The most important Animal of all	Can't you sleep little bear? Poems aloud Lifesavers Three little wolves and the big bad pig The Rainbow Bear	The Giraffe, The Pelly and Me All Through the Night The Invisible We feel happy	The Flower Frog and Toad Together Avocado Baby The Enchanted Wood Poems out loud	Tuesday Molly Rogers to the Rescue Captain Flinn and the Pirate Dinosaurs The Proudest Blue Big Book of Blue Storm Whale
Maths	Year 1- Place value (within 10). Addition and subtraction (within 10). Year 2- Place value Addition and subtraction	Year 1- Addition and subtraction cont. Shape Year 2- Addition and subtraction cont Shape	Year 1- Place Value (within 20) Addition and subtraction (within 20) Place value (within 50) Year 2- Money Multiplication and Division	Year 1- Place value cont. Length and height. Mass and volume Year 2- Multiplication and division cont. Length and Height, Mass, Capacity and temperature	Year 1- Multiplication and division Fractions Geometry- position and direction. Year 2- Fractions Time	Year 1- Place value (within 100) Money Time Year 2- Statistics Position and Direction Consolidation
Computing (purple mash) this cycle	1.1 Online safety and exploring purple mash	1.3 Pictograms (3 sessions)	1.9 Technology outside school (2 sessions)	2.6 Creating pictures (5 sessions)	1.8 Spreadsheets	1.7 Coding (6 sessions)

	(4 sessions) 1.4 Lego builders (3 sessions)	2.5 Effective searching (3 sessions)			(3 sessions) 2.3 Spreadsheets (4 sessions)	
History	<p>Compare homes now and in the past Answer questions using sources</p> <p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between ways of life in the past and present.</p> <p>I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p>	<p>Mary Anning Understand how significant people influence today Extinction</p> <p>I can recount parts of stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to explain the passing of time.</p> <p>I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p> <p>I can identify differences between ways of life in the past and present</p>	<p>Order event Recognises differences between past and present</p> <p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between ways of life in the past and present.</p> <p>I can recount parts of stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to explain the passing of time.</p> <p>I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p> <p>I understand ways in which we can find out about the past.</p> <p>I can find answers to simple questions about the past by using stories and other sources.</p> <p>I am beginning to ask questions to find out about things from the past.</p>	<p>Historic vocab Use stories to talk about the past Answer questions using sources</p> <p>I can place events, people and objects in the correct time order.</p> <p>I can identify differences between ways of life in the past and present.</p> <p>I can recount parts of stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to explain the passing of time.</p> <p>I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p>	<p>Food in the past.</p>	<p>Mary Anning Understand how significant people influence today Extinction</p> <p>I can identify differences between ways of life in the past and present.</p> <p>I can recount parts of stories to talk about things that have happened in the past.</p> <p>I can use the right historical words to explain the passing of time.</p> <p>I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p>
Geography		Map work Compass directions maps and keys	London Make comparisons with local area	Location and directional language	Growing fruit and vegetables around the world.	Continents and oceans

	<p>I can name and locate the World's seven continents and five oceans.</p> <p>I know some characteristics of the four countries and capital cities of the UK.</p> <p>I can use World maps, atlases and globes to identify countries, continents and oceans.</p>	<p style="text-align: center;">vocab hot and cold countries (equator and poles)</p> <p>I can name and locate the World's seven continents and five oceans.</p> <p>I can locate hot and cold areas of the World in relation to the Equator and North and South Poles.</p> <p>I can use World maps, atlases and globes to identify countries, continents and oceans.</p>	<p>I know some characteristics of the four countries and capital cities of the UK.</p> <p>I can use aerial photographs and plans to recognise landmarks.</p>	<p>I can name and locate the surrounding seas of the UK.</p> <p>I can identify daily and seasonal weather patterns in the UK</p> <p>I can use compass directions (North, South, East, West).</p>	<p style="text-align: center;">World map</p> <p>I can name and locate the four countries and capital cities of the UK.</p> <p>I can identify daily and seasonal weather patterns in the UK.</p> <p>I can use simple fieldwork and observational skills to study my school and local area.</p>	<p style="text-align: center;">Devise map and keys</p> <p>UK cities and seas</p> <p>I can make comparisons of physical features of a small area in the UK and a small area in a contrasting country *.</p> <p>I can make comparisons of human features of a small area in the UK and a small area in a contrasting country *.</p> <p>I can describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</p> <p>I can describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop).</p> <p>I can use World maps, atlases and globes to identify countries, continents and oceans.</p> <p>I can use compass directions (North, South, East, West).</p> <p>I can use aerial photographs and plans to recognise landmarks.</p> <p>I can devise a simple map with a key.</p> <p>I can name and locate the I can identify daily and</p>
--	---	--	--	--	--	--

						<p>seasonal weather patterns in the UK.</p> <p>I can name and locate the World's seven continents and five oceans.</p>
<p>PSHE</p> <p>SCARF</p> <p>Year 1 Units</p>	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Recognising, valuing and celebrating difference</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Taking care of things:</p> <p>Myself</p> <p>My money</p> <p>My environment</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Cooperation</p>	<p>Getting help</p> <p>Becoming independent</p> <p>My body parts</p> <p>Taking care of self and others</p>
RE	1.6 Who is Muslim and how do they live? (part one)	1.3 Why does Christmas matter?	1.6 Who is Muslim and how do they live? (part two)	1.5 Why does Easter matter?	1.4 What is the 'good news' that Jesus brings?	1.9 What makes some places sacred to believers?
PE BR	Movement Skills with ball skills – Agility, balance, coordination.	Small-sided Invasion Games – large ball handling skills	Gymnastics	Dance	Athletic Activity/Target activities	Net Games/striking games – small ball skills
PE- REAL PE Edit to Get Set 4 PE?	REAL PE- Year 1 Unit 1	REAL PE- Year 1 Unit 2	REAL PE- Year 1 Unit 3	REAL PE- Year 1 Unit 4	REAL PE- Year 1 Unit 5	REAL PE- Year 1 Unit 6

<p>DT</p>	<p>Famous for more than 5 minutes</p> <p>I develop & communicate ideas by talking & drawing.</p> <p>I follow safety & hygiene procedures.</p> <p>I talk about my design ideas, what I am making & how it could be improved.</p> <p>I describe what products are, who they are for & how & where they are</p> <p>I use some technical vocabulary for the projects I undertake.</p>	<p>Dinosaur modroc And skeleton</p> <p>I use my own experiences to describe what my product is for.</p> <p>I can plan my design.</p> <p>I select from tools & materials chosen by my teacher.</p> <p>I describe the simple characteristics of materials & components</p>	<p>Cook bread</p> <p>I select from tools & materials chosen by my teacher.</p> <p>I follow safety & hygiene procedures</p> <p>I can identify that all food comes from plants or animals, & has to be grown, farmed or caught.</p> <p>I can prepare simple dishes safely & hygienically, without using heat.</p> <p>I can cut, peel & grate food.</p>	<p>Make houses</p> <p>I say how my product will work & whether it is for me or other people.</p> <p>I can plan my design.</p> <p>I can cut, shape & join materials.</p> <p>I follow safety & hygiene procedures</p> <p>I describe the simple characteristics of materials & components</p> <p>I know how structures can be made stronger & more stable.</p>	<p>Treasure chest/boxes Make islands</p> <p>I can plan my design.</p> <p>I can cut, shape & join materials.</p> <p>I select from tools & materials chosen by my teacher.</p> <p>I know that a 3D textile product can be assembled from two identical fabric pieces.</p> <p>I can identify that all food comes from plants or animals, & has to be grown, farmed or caught.</p> <p>I can prepare simple dishes safely & hygienically, without using heat.</p> <p>I can cut, peel & grate food.</p> <p>I describe the movement of simple mechanisms (incl.</p>
-----------	---	--	--	---	--

						levers, sliders, wheels & axles).
Art	<p>Pop Art</p> <p>I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space.</p> <p>I can sometimes adapt and improve my own work.</p>	<p>Create dinosaur fossils. Create dinosaur setting. Create dinosaur skeleton</p> <p>I am beginning to investigate shape, form and texture in materials to create a 3D model.</p> <p>I can sometimes adapt and improve my own work</p>	<p>Great Fire of London paintings and pictures</p> <p>I am beginning to understand how different materials look and feel, and use this knowledge to make choices and develop my work.</p>	<p>Sunset silhouette pictures.</p> <p>Natural Art Andy Goldsworthy</p> <p>Tingatinga Art</p> <p>Fabric printing</p> <p>I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space.</p>	<p>Self portrait</p> <p>Van Gogh sunflower I can comment on similarities and differences in my own and others' work, including artists, designers and craftspeople.</p> <p>I can sometimes adapt and improve my own work</p>	<p>J. M. W. Turner- 'Seascapes'.</p> <p>Henri Rousseau- The Boat in the Storm</p> <p>I can collect visual and other information to help me to develop my ideas for example, in a sketchbook, using techniques for line, colour, pattern, texture, shape and space.</p>
Music Charanga 23-24	Hey You! Year 1	Bringing us together Year 2	Imagination Year 1	Round and Round Year 1	Reflect, Rewind, replay Year 1	Rhythm in the way Year 1
Music Charanga 22-23	Hands, Feet, Heart Year 2	Ho Ho Ho Year 1	I wanna play in a band	In The groove Year 1	Zoo Time Year 2	Friendship song Year 2