



	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Change	Explore	Create
Topics	How have castles changed over time?	Lost and Found	Mission to the Moon
ENQUIRY QUESTION	Why did they build castles long, long ago?	If you could live anywhere in the world, where would it be? Why?	Why is Neil Armstrong remembered?
KEY LEARNING	History	Geography	Art
PHILOSOPHICAL CONCEPTS	Change Diversity	Failure Dreams Strength Friendship	Freedom Equality Happy
KEY TEXTS	Journey by Aaron Becker Non – fiction castle stories Traditional tales with a twist: Prince Cinders by Babette Cole Jack and the Meanstalk by Brian Wildsmith and Rebecca Wildsmith	Lost & Found by Oliver Jeffers Up & Down by Oliver Jeffers Paddington Classic Stories Penguin Non-fiction	Man on the Moon by Simon Bartram Here Come the Aliens by Colin McNaughton The Three Little Aliens and The Big Bad Robot by Margaret McNamara 'One Giant Leap' Recounts

AUTHENTIC OUTCOMES	Castle trip to Hoghton Tower	Trip to Blackpool Zoo- Fact File link Vet visitor Puppet Show/Story telling day	Star Gazing Event
RELIGIOUS EDUCATION	<p>God and creation Give children the opportunity to develop their perceptions and understanding of God Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world</p> <p>My world, Jesus' world Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago</p> <p>Christmas. Why was the birth of Jesus such good news? Look at the story of Christmas from the perspective that it was good news then and now <i>Use religious words to talk about the celebrations of Christmas, Easter and Pentecost</i> <i>Be able to retell both the nativity and Easter stories</i></p>	<p>Jesus was special enjoy exploring these Bible stories that reveal Jesus' power and divine nature talk about how and why Jesus was special <i>Know that Jesus had 12 special friends called disciples</i></p> <p>Easter. How do Symbols help us understand the story? Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell Extend pupils knowledge of the details of the Easter story Develop pupil's understanding of the importance of Easter and the concept of salvation <i>Know that Christians believe Jesus is the Son of God who died on the cross and rose again</i> <i>Use religious words to talk about the celebrations of Christmas, Easter and Pentecost</i> <i>Be able to retell both the nativity and Easter stories</i></p>	<p>What happened at the Ascension and Pentecost? Begin to develop the children's knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one Emphasize the importance of these events in the life of Jesus and the Church, then and now <i>Know that God is three in one, Father, Son and Holy Spirit</i> <i>Use religious words to talk about the celebrations of Christmas, Easter and Pentecost</i></p> <p>Multicultural Christianity Talk and think about the first Christians and the spread of Christianity Give the children a simple introduction to understanding Christianity as a Multi-cultural and worldwide faith</p> <p>Where do people of other faiths worship? Non-Christian Faith Unit Give pupils an opportunity to begin exploring places of worship other than a church <i>Know the places where people of other faiths worship</i></p>

<p>PSHE</p>	<p>Me and My Relationships: Suggest actions that will contribute positively to the life of the classroom Take part in creating and agreeing classroom rules Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings Define what is meant by the terms 'bullying' and 'teasing' Understand and describe strategies for dealing with bullying Explain the difference between bullying and isolated unkind behaviour Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other Recognise, name and understand how to deal with feelings Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Valuing Difference: Identify some of the physical and non-physical differences and similarities between people Recognise and explain how a person's behaviour can affect other people Identify people who are special to them Explain some of the ways those people are special to them Explain how it feels to be part of a group Explain how it feels to be left out from a group Identify groups they are part of Recognise and describe act of kindness and unkindness Suggest kind words and actions they can show to others Demonstrate active listening techniques</p>	<p>Keeping myself safe: Understand that medicines can sometimes make people feel better when they're ill Explain simple issues of safety and responsibility about medicines and their use Identify situations in which they would feel safe or unsafe Suggest actions for dealing with unsafe situations. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask' or 'I'll tell' Recognise that body language and facial expressions can give clues as to how comfortable and safe someone feels in a situation Identify the types of touch they like and do not like Recognise that some touches are not fun and can hurt or be upsetting Know that they can ask someone to stop touching them. Identify safe secrets and unsafe secrets Recognise the importance of telling someone they trust about a secret Identify how inappropriate touch can make someone feel</p> <p>Rights and Responsibilities: Describe and record strategies for getting on with others in the classroom Explain and be able to use strategies for dealing with impulsive behaviour Identify special people in the school and communicate who can help to keep them safe Know how to ask for help Identify what they like about the school environment Identify any problems with the school environment Make suggestions for improving the school environment Understand that people have choices about what they do with their money Know that money can be saved for a use at a future time Recognise that money can be spent on items which are essential or non-essential</p>	<p>Being my best: Explain the stages of the learning line showing an understanding of the learning process Understand and give examples of things they can choose themselves and things that others choose for them. Explain things they like and dislike Explain how germs can be spread Describe simple hygiene routines such as hand washing Understand that vaccinations Explain the importance of dental hygiene Describe simple dental hygiene routines Understand that their body gets energy from food, water and oxygen Recognise that exercise and sleep are important to health Name major internal body parts Describe how food, water and air get into the body and blood</p> <p>Growing and changing: Demonstrate simple ways of giving positive feedback to others Recognise the range of feelings that are associated with losing (or being reunited) with a person they are close to Identify different stages of growth Understand and describe some of the things that people are capable of at these different stages Explain what privacy means Give examples of different private information Know that you are not allowed to touch someone's private belongings with their permission Concepts of basic first aid</p>
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HISTORY	Events beyond living memory that are significant notionally and significant historical events: The Battle of Hastings How have castles changed over time?	The lives of significant individuals in the past who have contributed to national and international achievements: A look at a different explorer with a focus on Robert Falcon Scott and Antarctic explorers	Events beyond living memory and historical events and people: The History of Space Travel to the Moon- Compare Neil Armstrong/Tim Peake/Mia James
GEOGRAPHY	Locational knowledge: Name and locate the world's seven continents and five oceans Human and physical 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 Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Geographical skills and fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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	Geographical skills and fieldwork: 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
SCIENCE	Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Recognise that humans are animals Compare and describe differences in their own features (eye, hair, skin colour, etc.) Recognise that humans have many similarities Health- How we grow and stay healthy Notice that humans, have offspring which grow into adults Find out about and describe the basic needs of 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. Medicines can be useful when we are ill Medicines can be harmful if not used properly	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 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Some materials can be found naturally; others have to be made Seasonal change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Plant Growth Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Plants are living and eventually die Animal survival and growth Notice that animals, have offspring which grow into adults Find out about and describe the basic needs of animals, for survival (water, food and air)

DESIGN TECHNOLOGY	Structures-Focused tasks: Castles Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 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	Food- Around the World Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Mechanisms- Vehicles (Wheels and Axels) Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 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
ART	Drawing: Explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	Form: Clay Use a variety of materials for sculpting and experiment with joining and constructing Experiment using a variety of techniques, e.g., rolling, cutting, pinching	Texture: Collage Explore creating a variety of images on different backgrounds with a variety of media Experiment with materials that have been cut, torn and glued and to add texture by mixing materials Pattern and Printing: Experiment with shape and pattern, looking at repeated patterns Use a variety of materials to print with, e.g., sponges, fruit, blocks and demonstrate a range of techniques, e.g., rolling, pressing, stamping and rubbing

ENGLISH	<p>Fiction: Fantasy – Journey Application: Write about own journey</p> <p>Traditional Tales with a twist – Prince Cinders</p> <p>Non-fiction: Instructions- Linked to DT – draw bridge Application: Non- fiction – recount of trip to Hoghton Tower Application: Recount of Battle of Hastings</p> <p>Poetry: Riddles</p>	<p>Poetry: Poems on a theme Fiction: Stories by the same author: Oliver Jeffers Application: Rewrite in a different continent with different animals/transport/characters</p> <p>Non-fiction: Non-chronological report- Food/county Application: A non-fiction text on chosen country/cuisine</p> <p>Explanation text- How to stay healthy Application: Explanation text linked to making a clay animal for the class next year</p> <p>Poetry: Traditional Rhymes</p>	<p>Fiction: Stories from other cultures Lila and the secret of rain Application: Literacy Shed retell</p> <p>Stories with repetitive patterns or structures- The Three Little Aliens and The Big Bad Robot Application: An alternative ending</p> <p>Postcard- Application: A postcard home/local area- thank you e.g. library/swimming pool.</p>
MUSIC	<p><i>Ourselves - Music Express Yr 1 Unit</i> Element focus: Exploring sounds, developing singing and expression Children discover ways to use their voices to describe feelings and moods. They explore, create and perform vocal sounds, and notate pitch and duration leading to a performance</p> <p><i>Our bodies - Music Express Yr 1 Unit</i> Element Focus: Beat Children develop a sense of beat using own bodies, respond to music with bodies and percussion</p> <p>Christmas preparations</p>	<p><i>Charanga Recorder course for KS1 by Jane Sebba.</i> This will give all children in Yr 1 and 2 the opportunity to learn basic notation and to learn to play an instrument before LKS2 (In instruments section of the website)</p> <p><i>Seasons –Music Express Y1 Unit</i> Element focus: pitch and performance Children develop an understanding of music through movement. Songs and listening games</p>	<p><i>Animals - Music Express Y1 Unit</i> Element focus: pitch Animal movement is linked with pitch to help children develop understanding and recognition of changing pitch. Children use voices and instruments to show pitch</p> <p><i>Pattern- Music Express Yr 1 unit</i> Element focus: Beat Using simple notation, children play, create and combine mini beast rhythms using body percussion and instruments</p> <p><i>Weather –Music Express Y1 unit</i> Element focus: Exploring sounds Weather raps and songs give children the opportunity to create descriptive sounds and rhythms, ending in a class composition</p>

COMPUTING	Word Processing Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Paint Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Online Safety 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.	Programming BeeBots 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 Use logical reasoning to predict the behaviour of simple programs	Programming Scratch Junior 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 Use logical reasoning to predict the behaviour of simple programs	Internet skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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
	Year 1 Place Value Length and Mass Addition and Subtraction 2-D and 3-D Shapes	Year 1 Sequencing and sorting Fractions Capacity and Volume Money Time	Year 1 Place Value Mass 2-D and 3-D Shapes Counting and Money Multiplication Division	Year 1 Length and Mass Addition and Subtraction Fraction Position and Direction Time	Year 1 Place Value Addition and Subtraction Capacity and Volume Fractions Position & Directions and Time 2-D and 3-D Shapes	Year 1 Time Multiplication and Division Statistic and Calculation Measurement Sequencing and Sorting
MATHEMATICS	Year 2 Place Value Length and Mass Addition and Subtraction 2-D and 3-D Shapes	Year 2 Counting, Multiplication and Sorting Statistics Fractions Capacity and Volume Money Time	Year 2 Place Value Mass and Volume and Capacity Addition and Subtraction Money Multiplication and Division	Year 2 Length Addition and Subtraction 2-D and 3-D Shapes Fractions and Position & Direction Time	Year 2 Place Value and Statistics Addition and Subtraction Capacity and Volume Temperature Fractions Position & Directions Time 2-D and 3-D Shapes	Year 2 Addition and Subtraction Multiplication and Division Statistic and Calculation Measurement

<p>PHYSICAL EDUCATION</p>	<p>Fundamental skills: To demonstrate a full range of Fundamental Movement Skills</p> <p>Underarm Throw: To demonstrate an underarm throw with some accuracy</p> <p>Bounce a Ball: To demonstrate bouncing a ball with some control</p> <p>Rolling: To demonstrate rolling a ball with some accuracy</p>	<p>Gymnastics: To create a sequence using travelling, balancing rolling, and jumping</p> <p>Catch a Ball: To demonstrate catching a ball with some accuracy</p> <p>Catching and Bouncing/Piggy in the middle: To demonstrate an underarm throw with some accuracy To used simple tactics in a game</p> <p>Explorers Dance: To learn basic dance moves and travelling skill To develop increased awareness of relating movement to images/locations To share ideas, create and learn a new unison dance performed travelling along your own pathway</p>	<p>KS1 Fundamentals Unit 2: To demonstrate a full range of Fundamental Movement Skills</p> <p>Striking & Fielding: To play a simple striking and fielding game</p> <p>Net & Wall: To strike a ball with accuracy To apply a simple tactic in a net/wall game</p> <p>Athletics: To throw underarm for accuracy To throw overarm for distance To complete an obstacle course with speed and agility</p>
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