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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **SUBJECT LEAD** | Art  | History  | Geography  | Science  | History | Book  |
| **TOPIC** | Animals | Great Explorers  | What a Wonderful World | Growing | Fire Fire!  | Bonjour!  |
| **TRIPS/ WORKSHOPS** |  | World explorers Perform For School Workshop (drama) |  | Science Museum |  | Tower of London |
| **LEARNING CELEBRATION** | Art Gallery showcasing ‘Here We Are’ artwork. |  | Showcasing learning on What a wonderful world. |  | Showcasing learning on GFOL | KS1 End of Year celebrations, including ice cream van |
| **CHAGIM/****SPECIAL EVENTS** | * 15th Sept - Rosh Hashanah
* 25th Sept – Yom Kippur
* 29th Sept – Succot
* 6th Oct – Shemini Atzeret
* October -Weekly Key Stage assemblies to start
 | * Weekly Mystery Reader to start.
* Chanukah
 | * 25th Jan - Tu B’shvat
 | * 24th March - Purim
* Chicks/ducklings
* Pesach
 | * 6th May - Yom Hashoah
* 13th May – Yom Hazikaron
* 14th May – Yom Ha’atzmaut
* 26th May - Lag Ba’omer
* 5th June – Yom Yerushalayim
* Half term – Shavout
* Caterpillars
 | * Sports Day
* Summer Fair
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| **CORE TEXT** | **First book:** Here We Are by Oliver Jeffers**Second book: The** Hodegheg by Dick King Smith | ***First book:*** *Wild by Emily Hughes****Second Book****:* Is There a Dog in This Book by Viviane Schwarz | One Day on our Blue Planet… In The Savannahby Ella BaileyLila and The Secret of the Rainby David Conway & Jude Daly | *First book:* The Secret Sky GardenBy Linda Sarah***Second book****:* Seed to Plant by Kristin Rattini  | Toby and The Great Fire of Londonby Margaret Nash | Claude in the CityBy Alex T Smith |
| **Writing Skills and Knowledge:*** Pupils should be taught to:  develop positive attitudes towards and stamina for writing by:  writing narratives about personal experiences and those of others (real and fictional)  writing about real events  writing poetry  writing for different purposes  consider what they are going to write before beginning by:  planning or saying out loud what they are going to write about  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  read aloud what they have written with appropriate intonation to make the meaning clear.
* Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  learn how to use:  sentences with different forms: statement, question, exclamation, command  expanded noun phrases to describe and specify [for example, the blue butterfly]  the present and past tenses correctly and consistently including the progressive form  subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  the grammar for year 2 in English Appendix 2  some features of written Standard English  use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
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| **ENGLISH- Skills and Knowledge:** Handwriting Pupils should be taught to:  form lower-case letters of the correct size relative to one another  start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  use spacing between words that reflects the size of the letters. | * Poetry through songs
* Write an information text
* Recount events
* Character Description
* Ordering Events in the story
 | * Predict what a character is like
* Short narrative descriptions
* Visualise a setting
* Thought bubbles
* Story map – working in pairs to map out the story.
* Zig zag book story writing – narrative.
* Story Boxes
* Planning their own stories (short narrative)
* Writing their own Stories
* Editing stories
* Write-Up for publishing celebration of their own stories
* Add illustrations to their stories and caption these
 | * Fact file – descriptive writing.
* Using the correct vocabulary for their writing (animals in the Savannah).

Action description exclamation marks  |  * Writing in role.
* Character descriptions.
* Creative writing – story predictions/ improvised scene.
* Own stories planned and written on friendships.
* Brief character descriptions edited over time.
* Predictive writing about the story – what it is about, story/setting.
* Thought bubbles – what the character is feeling in the moment.

Formal/ informal letter writing. | * Character descriptions for each character in the story as it goes.
* Postcard writing – planning, draft and edit.
* Descriptive writing to describe characters/ and the guidebook for the museum.

Story mapping the story to plan own version.  | * Story writing
* Diary writing
* Recount
* Sequencing
* Descriptive writing
* Story map

Writing in role  |
| **READING COMPREHENSION** | British MonarchyNon Fiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/british-royalty->**Skills and Knowledge:**Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related  | Nursing in CrimeaNon Fiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/nursing-in-the-crimea>**Skills and Knowledge:**becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways  recognising simple recurring literary language in stories and poetry  discussing and clarifying the meanings of words, linking new meanings to known vocabulary   | Oceans Non Fiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/oceans>**Skills and Knowledge:**discussing their favourite words and phrases  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear themselves. | PlantsNon Fiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/growing-plants>**Skills and Knowledge:** understand both the books that they can already read accurately and fluently and those that they listen to by:  drawing on what they already know or on background information and vocabulary provided by the teacher  | Fairy TalesFiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/fairy-tales> **Skills and Knowledge:** checking that the text makes sense to them as they read and correcting inaccurate reading  making inferences on the basis of what is being said and done  answering and asking questions  predicting what might happen on the basis of what has been read so far | The Great Fire of LondonNon Fiction<https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-2/the-great-fire-of-london>**Skills and Knowledge:**participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for them |
| **GRAMMAR & SPELLING** | **Grammar:****Word:**Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs**Sentence:**Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**Text:**Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]**Punctuation:**Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]**Terminology (Vocabulary) for pupils:**noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma |
| Spelling:Recalling sounds and alternate spellings from Year one & Year 2- Pupils should be taught to:  spell by:  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  learning to spell common exception words  learning to spell more words with contracted forms  learning the possessive apostrophe (singular) [for example, the girl’s book]  distinguishing between homophones and near-homophones  add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements  apply spelling rules and guidance, as listed in English Appendix 1  write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| **MATHS**(follows *White Rose Maths Hub* scheme 3.0) | **Skills and Knowledge:*** Place value (4 weeks)

Pupils should be taught to:  count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward  recognise the place value of each digit in a two-digit number (tens, ones)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use <, > and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems* Addition & subtraction (5 weeks)

Pupils should be taught to:  solve problems with addition and subtraction:  using concrete objects and pictorial representations, including those involving numbers, quantities and measures  applying their increasing knowledge of mental and written methods  recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  a two-digit number and ones  a two-digit number and tens  two two-digit numbers  adding three one-digit numbers  show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems* Shape (3 weeks)

Pupils should be taught to:  identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line  identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]  compare and sort common 2-D and 3-D shapes and everyday objects. | **Skills and Knowledge:*** Money (2 weeks)

recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  find different combinations of coins that equal the same amounts of money  solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  compare and sequence intervals of time * Multiplication & division (5 weeks)

Pupils should be taught to:  recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts* Length & height (2 weeks)

 compare and order lengths, mass, volume/capacity and record the results using >, < and =* Mass, capacity & temperature (3 weeks)

Pupils should be taught to:  choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  | **Skills and Knowledge:*** Fractions (3 weeks)

Pupils should be taught to:  recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity  write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1 .* Time (3 weeks)

 tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times  know the number of minutes in an hour and the number of hours in a day* Statistics (2 weeks)

Pupils should be taught to:  interpret and construct simple pictograms, tally charts, block diagrams and simple tables  ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  ask and answer questions about totalling and comparing categorical data* Position & direction (2 weeks)

Pupils should be taught to:  order and arrange combinations of mathematical objects in patterns and sequences  use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).* Consolidation (2 weeks)
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| **SCIENCE** | **Animals Including Humans****Skills and Knowledge:*** 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.
* Notice that animals, including humans, have offspring which grow into adults
 | **Living Things and Their Habitats****Skills and Knowledge:*** 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 in their habitats, including micro-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.
 | **Plants****Skills and Knowledge:*** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
* Observe and describe how seeds and bulbs grow into mature plants
 | **Uses of Everyday Materials****Skills and Knowledge:*** 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
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| **HISTORY** **&** **GEOGRAPHY** | **Great Explorers**(History)**Black History Month**Rosa Parks – Black History Month – sequence events of the story of a Key Black Rights Activist.**Skills and Knowledge:*** To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.
* To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn Battuta and exploring how it is often difficult to find evidence about people who lived a long time ago.
* To develop an awareness of the

lives of significant individuals in the past who have contributedto national and internationalachievements in the context ofdiscussing how Matthew Hensonwas a significant polar explorerwho did not get recognised for hisachievement at the time.* To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston’s polar exploration with Matthew Henson’s around a hundred year earlier.
* To develop an awareness of the lives of significant individuals in

the past who have contributed to national and internationalachievements in the context ofdiscussing how Neil Armstrongand other significant individualscontributed to a significant eventbeyond living memory. | **Continents and Oceans -** (Geography)**Skills and Knowledge:*** name and locate the world’s 7 continents and 5 oceans
* 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
* 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
* 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
 |  **China**(Geography) **Skills and Knowledge:*** To 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 in the context of China.
* To use world maps, atlases and globes to identify the countries studied at this key stage in the context of China.
* To devise simple maps in the context of China.
* To 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 in the context of China.
* To ask geographical questions in the context of China (Beijing)
 | **Great Fire of London**(History)**Skills and Knowledge:*** To develop an awareness of the past.

To compare past and present London* To identify differences and similarities between ways of life in different periods.

To explain how people live now is different to how people lived in 1666.* To know and understand key features of an event beyond living memory that are nationally significant.

To order the events of the Great Fire of London.* To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To explain how we know about the Great Fire of London.* To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

To explain how London changed after the Great Fire.* To understand key features of events, choosing and using parts of stories and asking and answering questions.

To describe London before, during and after the Great Fire. |
| **ART/DT** | **Painting** **Skills and Knowledge:**Gaby Jimenez to use a range of materials creatively to design and make products   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. | **D&T****Skills and Knowledge:**Great Explorers – how they can be remembered (medals, statues, stamps etc.)**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
 | **Drawing** **Skills and Knowledge:**Continents and oceans artworkArtists: **D&T** Microhabitats to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **Painting Skills and Knowledge:**Great Fire of London artworkArtists:  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. |
| **COMPUTING**  | **Skills and Knowledge:*** [1. Computing systems and networks – IT around us](https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us)
* 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.
 | **Skills and Knowledge:*** [2. Creating media – Digital photography](https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography)
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
 | **Skills and Knowledge:*** [3. Programming A – Robot algorithms](https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms)
* create and debug simple programs  use logical reasoning to predict the behaviour of simple programs
 | **Skills and Knowledge:*** [4. Data and information – Pictograms](https://teachcomputing.org/curriculum/key-stage-1/data-and-information-pictograms)
* recognise common uses of information technology beyond school
 | **Skills and Knowledge:*** [5. Creating media - Digital music](https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music)
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
 | **Skills and Knowledge:*** [6. Programming B - Programming quizzes](https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes)
* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
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| **PSHE**(follows Heads Up & Kapow programme) | **Heads Up:****Skills and Knowledge:** | **Heads Up:** **Skills and Knowledge:** | **Kapow: Family and Relation ships****Skills and Knowledge:*** Understanding ways to show respect for different families.
* Understanding that families offer love, care and support.
* Understanding difficulties in friendships and discussing action that can be taken.
* Learning how other people show their feelings and how to respond to them.
* Exploring the conventions of manners in different situations.
* Exploring how loss and change can affect us.
* To know that families can be made up of different people.
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* To know that families may be different to my family.
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* To know some problems which might happen in friendships.
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* To understand that some problems in friendships might be more serious and need addressing.
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* To understand some ways people show their feelings.
*
* To understand what good manners are.
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* To understand some stereotypes related to jobs.
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* To know that there are ways we can remember people or events.
 | **Kapow: Health and Wellbeing****Skills and Knowledge:*** Learning how to wash my hands properly.
* Learning how to deal with an allergic reaction.
* Exploring positive sleep habits.
* Exploring two different methods of relaxation: progressive muscle relaxation and laughter.
* Exploring health-related jobs and people who help look after our health.
* Identifying personal strengths and qualities.
* Identifying different ways to manage feelings.
* To understand we can limit the spread of germs by having good hand hygiene.
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* To know the five S’s for sun safety: slip, slop, slap, shade, sunglasses.
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* To know that certain foods and other things can cause allergic reactions in some people.
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* To know that sleep helps my body to repair itself, to grow and restores my energy.
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* To know that strengths are things we are good at.
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* To know that qualities describe what we are like.
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* To know the words to describe some positive and negative emotions.
 | **Kapow: Citizenship****Skills and Knowledge:*** Recognising why rules are necessary.
* Discussing how to meet the needs of different pets.
* Exploring the differences between people.
* Recognising the groups that we belong to.

**Key knowledge*** To know the rules in school.
* To know that different pets have different needs.
* To understand the needs of younger children and that these change over time.
* To know that voting is a fair way to make a decision.
* To understand that people are all different.
 | **Kapow:****RSE: Safety and the Changing body.****Skills and Knowledge:*** Practising what to do if I get lost.
* Identifying hazards that may be found at home.
* Understanding people’s roles within the local community that help keep us safe.
* Learning what is and is not safe to put in or on our bodies.
* Practising making an emergency phone call.
* To know that some types of physical contact are never appropriate.
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* To know what to do if I get lost.
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* To know that a hazard is something which could cause an accident or injury.
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* To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
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* To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.
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* To know that emergency services are the police, fire service and the ambulance service.
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| **PE** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **SECULAR MUSIC** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | * **Skills and Knowledge:**
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| **IVRIT** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |