







Long Term Curriculum Year A - Key Stage One

Year A Value Big Question (Spirituality link)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Courage What is courage and who has it?	Belief How do we develop self-belief?	Welcoming difference Who can be a pioneer?	Love What is Love?	Ambition What are my ambitions?	Integrity Are shortcuts worth it?
Novel	Where the Wild Things Are	Lost and Found	Proudest Blue	The Tear Thief	The Owl Who Was Afraid of the Dark	Into the Forest
Trips	TBC	TBC	TBC	Cartography- walk to location of traffic survey	TBC	Lincolnshire Wolds
Immersive environ.	Jungle & Boat	Boat with winter scene Penguin and suitcase	Material Shop- range of materials available	Terraced houses (doors, hinged to 'brick' wall'.	Forest	Forest – added props to represent characters from traditional stories
English	Narrative – character profile/description Non-fiction - Instructions – linked to DT, creating a waterproof boat.	Poetry - Riddles Narrative – Setting description Narrative – simple recount of story OR Recount – trip Whole school themed Christmas Write	Recount - Diary Non-chronological report – linked to Science - materials	Narrative – retell the story from a different point of view OR change character Instructions – how to catch tears Poetry – Tongue Twister for World Poetry Day	Non-chronological report – Isaac Newton Narrative – additional chapter with character to help	Author Study – Anthony Browne – non-chronological report/ fact file Narrative – retell with alternative characters from other traditional stories
Year 1- Word Reading						
To know how to accurately read by blending the sounds in words that contain the common GPCs for all 40+ phonemes. To know how to read accurately some words of two or more syllables that contain the same GPCs. To know how to read many common exception words. To know how to read aloud many words quickly and accurately without overt sounding and blending. To know how to sound out many unfamiliar words accurately. To know how to read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est).						
Year 1 – Reading- in a familiar book						
To know how to discuss word meanings, linking new meanings to those already known. To know how to identify story language. To know how to find specific information in formal texts. To know how to ask and answer questions in discussion with the teacher and to make simple inferences. To know how to link what is heard to their own experiences. To know how to explain what has happened and discuss plausible predictions with an adult.						
Year 1- Writing						
To know how to, after discussions with the teacher, write sentences that are sequenced to form a short narrative. To know, after class discussions, how to write sentences about real events. To know how to use co-ordinating conjunctions ‘and’ to join some main clauses. To know how to use the past and present tenses correctly and consistently. To know how to demarcate some sentences with capital letters and full stops and know how to use question marks when required. To know how to spell many of the Y1 CEW and some Y2 CEW. To know how to segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others. To know how to form lower-case letters in the correct direction starting and finishing in the right place. To know how to form lower-case letters of the correct size relative to one another in some writing. To know how to use spacing between words that mainly reflects the size of the letters.						
Year 2- Word Reading- in a familiar book they can already read fluently						
To know how to read accurately most words of two or more syllables. To know how to read words containing the most common suffixes (s, es, ing, ed, er, est, y, ment, ness, ful, less, ly) To know how to read common exception words. To know how to read most words accurately without overt blending and are sufficiently fluent to allow them to focus on their understanding, rather than decoding individual words. To know how to sound out most unfamiliar words accurately without undue hesitation.						
Year 2– Reading						
To know a text makes sense and when they need to self-correct when reading. To know how to explain what they have read so far. To know how to make inferences and answer questions about the text. To know how to predict what they think will happen and explain why.						
Year 2- Writing						
To know, after discussion with the teacher, how to write simple, coherent narratives about personal experiences and those of others. To know how to write about real events, recording these simply and clearly. To know how to demarcate most sentences with capital letters, full stops and to use question marks correctly and consistently. To know how to use co-ordination (and/or/but) and some sub-ordination (when/if/that/because) to join clauses. To know how to segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To know how to spell many common exception words. To know how to form capital letters and digits of the correct size and orientation and relationships to one another and to lower-case letters. To know how to use spacing between words that reflect the size of the letters. Know how to segment spoken words into phonemes and represent them by graphemes, spelling most of these words correctly and making phonically plausible attempts at others. To know how to spell many common exception words. To know how to form capital letters and digits of the correct size, orientation, and relationships to one another and to lowercase letters. To know to use spacing between words that reflect the size of the letters.						
Maths – White Rose SOW	<u>Year 1- Place value, Addition & Subtraction, Shape</u> To know how to sort and count objects, recognize numbers as words, count backwards, find fewer, more, and the same. To know how to use part-whole, know number bonds to 10, add more, find a part, use fact families, and use number lines. To know how to recognise, name and sort 2-D and 3-D shapes and make patterns with 2-D and 3-D shapes.		<u>Year 1- Place Value, Addition & Subtraction, Length & Height, Mass & Volume</u> To know how to count in 2s, 5 and 10s, use arrays to make equal groups, find doubles, and share. To know how to make a whole, half and quarter. To know how to describe turns and positions. To know how to count to 100, compare and order numbers. To know how to recognise coins and use them to count. To know how to recognize before and after, dates, and time to the hour. To know how to measure lengths of objects in centimetres, and to compare lengths and heights of objects. To know how to measure mass and to compare saying if they are heavier or lighter.		<u>Year 1- Multiplication & Division, Fractions, Position & Direction, Place Value, Money, Time</u> To know how to count in 2s, 5 and 10s, use arrays to make equal groups, find doubles, and share. To know how to make a whole, half and quarter. To know how to describe turns and positions. To know how to count to 100, compare and order numbers. To know how to recognise coins and use them to count. To know how to recognize before and after, dates, and time to the hour.	
	<u>Year 2- Place value, Addition & Subtraction, Shape</u> To read and write numbers to 100, count in 10s, estimate on a number line, and count in 2s, 3s, 5s and 10s. To know how to add and subtract across 10, add and subtract 1s and 10s, add and subtract 2-digits. To know how to recognise and sort 2-D and 3-D shapes, count faces, edges and vertices on 3-D shapes.		<u>Year 2- Money, Multiplication & Division, Length & Height Mass, Capacity & Temperature</u> To know how to count in pounds and pence, compare amounts of money and calculate them. To know how to find equal groups, use arrays, double and half, odd and even, multiply and divide by 2, 10 & 5. To know how to measure in cm and m, compare measurements, and use all four operations. To know how to compare, use g, kg, ml, l, four operations.		<u>Year 2- Fractions, Time, Statistics, Position & Direction</u> To know how to make equal parts, half, quarter, third, identify and use unit and non-unit fractions, find equivalent fractions, and count in fractions. To know O'clock, half hour, half past, quarter past and to, tell time to 5 minutes, use hours and days. To know how to make, draw and interpret tally charts and pictograms. To know how to describe position, movement and turns, and make patterns with shapes.	

Science	<u>Life – Y1</u> L1 – Animals inc. humans BS1,4,6 1.Recognise and describe the differences and similarities in plants and animals National Curriculum <ul style="list-style-type: none">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.Describe and compare the structure pf a variety of common 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.		<u>Matter - Y1 and Y2</u> Y1 - M1 - Materials 1.Describe and compare and group a variety of materials and their uses on the basis of their simple physical properties Y2 - M1 and M2 Materials 1.Compare the suitability of materials for particular purposes 2.Explore the how the shapes of materials can be changed by the application of force National Curriculum <ul style="list-style-type: none">Distinguish between an object and the material from which it is made.Identify and name a variety of everyday materials.To describe the simple physical properties of a variety of materials.To Compare and group together a variety of everyday materials on the basis of their simple physical properties.Identify and compare the suitability of a variety of everyday materials for particular uses.To find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.		<u>Life Y2</u> L1 -2 BS 1,4,6 1.Identify what living things needs to survive and flourish (i.e. food, water, exercise etc.) 2.Recognise and describe how living things differ to non-living things, and how they change as they grow (including plants and animals). National Curriculum <ul style="list-style-type: none">To explore and compare the differences between things that are living, dead and things that have never been alive.Find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)Notice that animals, including humans, have offspring which grows into adults.		<u>Energy Y1 and Y2</u> Y1 – E2 light 2.Recognise that light is reflected from surfaces Y2 – E2 – light BS 1,2,3 2.Recognise that dark is the absence of light		<u>Life Y2</u> L3 – Habitats BS 3.Construct and interpret food chains, identifying predators, producers and prey Plus: Exploratory Unit – Y1 Sound National curriculum. <ul style="list-style-type: none">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 plants and animals, 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.	
	History	<u>Mastery in Chronology</u> <u>Family Trees</u> <u>Chronology</u> – Know about individual family tree (three generations) <ul style="list-style-type: none">Complete family tree (three generations) <u>Evidence</u> – Introduce term ‘sources’ and understand importance of them <u>Significance</u> - Personal history – look at key individuals from own history and know why they are important.		<u>Mastery in Evidence</u> <u>History of Grantham</u> <u>Chronology</u> – Locate on a timeline -using different sources to find out about the local area <u>Evidence</u> – Introduce term ‘sources’ and understand importance of them <u>Significance</u> - Local history – why is it important that we know about the history of our local area?				<u>Mastery in Significance</u> <u>Isaac Newton</u> Who was he? What was he famous for? Where did he live? <u>Chronology</u> – To know where Newton fits on a timeline. <ul style="list-style-type: none">Locate on a timeline – cross reference to the history of Grantham timeline <u>Evidence</u> – Introduce term ‘sources’ and know importance of sources. <u>Significance</u> - To know the impact Newton had across the world. <ul style="list-style-type: none">What impact did Sir Isaac Newton have?How have his discoveries shaped the world?		
Geography	<u>Where in the World?</u> <u>Place</u> : To know and locate the 4 UK countries, 4 capital cities, the 7 world continents and the 5 oceans on a simple map. <u>Physical</u> : To know and locate hot and cold areas in the world [South Pole, North Pole, UK, Africa]. <u>OS Map Symbols</u> : Museum, Police Station, Fire Station, library]. <u>Cartography</u> : To know the four points of the compass; use simple maps to navigate to traffic survey point (500yards from school) and to locate unfamiliar parts of Grantham (above).				<u>What is Grantham Like?</u> <u>Place</u> : To know where Grantham is located on a UK map. <u>Space</u> : To know the features of unfamiliar parts of Grantham linked to OS Map symbols [museum, Police Station, Fire Station, library]. <u>Human</u> : To know the causes and impact of traffic pollution.				<u>Lincolnshire Wolds</u> <u>Place</u> : To know where Lincolnshire Wolds are located on a UK map. <u>Space</u> : To know the features of the Lincolnshire Wolds [hills (plateau tops), valleys, trees, grass, open space]. <u>Physical</u> : To know and describe the features of hills and valleys in LW [high, flat topped, low, river].	
Art					 Artist Focus: Pablo Picasso <u>Mediterranean Landscape</u> Composition (formal elements): <ul style="list-style-type: none"><u>Y1 Line</u> – understand and draw diagonal lines		 Artist Focus: Kandinsky – Several Circles Composition (formal elements):		 Artist Focus: Henri Rousseau Composition (formal elements): <ul style="list-style-type: none"><u>Y1-2 Texture</u>– recognise a range of different textures and sort by qualities.	

DT				<ul style="list-style-type: none"><u>Y1 Colour/Tone</u>– name all the colours. Find collections of different colours by mixing white. Introduce secondary colours. <p>Communication (outcomes and materials) – recreate a local Grantham housing scene in Picasso’s style using charcoal and coloured crayon (<i>pre-print outline of houses to support with composition</i>)</p> <p>Y1/2 Comprehension skills <u>Analyse</u> how artists’ make deliberate choices about composition in order to have an effect on the audience</p>	<ul style="list-style-type: none"><u>Y1-2 Texture</u>– recognise a range of different textures and sort by qualities. Overlap and overlay textures to create effects: distinguish between the qualities of the different textures<u>Y2 Colour/Tone</u> – Make tones of colours using black and white. Begin to describe and link colours to objects. Use colour on a large scale.<u>Y2 Pattern</u> – Distinguish between natural and man-made patterns. <p>Communication (outcomes and materials) – Whole mixed media piece – ‘The Night Sky’ using powder paint, overlaid with a range of materials and textures</p> <p>Y1/2 Comprehension skills <u>Describe</u> how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.</p>	<p>Overlap and overlay textures to create effects: distinguish between the qualities of the different textures</p> <ul style="list-style-type: none"><u>Y2 Colour/Tone</u>– Make tones of colours using black and white. Begin to describe and link colours to objects. Use colour on a large scale.<u>Y1/2 Pattern</u> – awareness of how manmade patterns repeat; distinguish between natural and man-made patterns. <p>Communication (outcomes and materials) – Individual jungle collage using a range of materials – depicting characters from traditional tales i.e. wolf</p> <p>Y1/2 Comprehension skills <u>Analyse</u> how artists’ make deliberate choices about composition in order to have an effect on the audience.</p>
	<p>Structures – waterproof boat <u>User-</u> To know that they are making a boat and that it must be able to float on water to be used. Innovation & Implementation: To know how to create a design and to use this knowledge to making a boat that floats. Tools/ Materials- To know about a variety of materials – are they waterproof? How do you know? To critically evaluate the effectiveness of materials and tools used Evaluation- To be able to talk about the process followed and to evaluate their product.</p>	<p>Food – soup <u>User-</u> To know that they are making the soup for consumption. Innovation & Implementation- To know how to follow each step in a recipe. Tools/ Materials- To know and understand the importance of using tools safely when cutting a selection of vegetables. Evaluation- To discuss improvements that could be made, could different tools or ingredients be used?</p>	<p>Textiles – hijab design <u>User-</u> To know that Muslin women wear Hijabs due to religious beliefs. Innovation & Implementation- To follow a design brief to create their own hijab. To know that different techniques and tools are needed to make their hijab. Tools/ Materials- To know how to use a fabric glue gun safely and to use the glue gun to attach their sequins as per their design brief. Evaluation- To have a knowledge of different materials, to consider what different ones that could have been used.</p>			
Computing	Delivery: continuous provision with access to specific Purple Mash apps, in set terms, linked to other areas of the curriculum. Safety objectives are modelled throughout.					
	Unit 1.1 Online Safety (y1) 2.2 online safety (y2) 1.5 maze explorers Safety Know that people online may not be telling the truth about who they are and know who to ask for help.	2.5 Effective searching Safety Know that people sometimes behave differently online.	1.7 coding Safety Treat everyone with respect and expect respect from others in return online.	1.6 Animated stories Safety Know that people online may not be telling the truth about who they are and know who to ask for help	1.3 pictograms Safety Treat everyone with respect and expect respect from others in return online.	2.4 questioning Safety Know how to keep themselves safe online (e.g.) what information is and isn’t safe to share).




	Computer Science: KS1 – To know what algorithms are. To know how to create and debug simple programs. Information technology: KS1 To know how to use technology purposefully. Digital Literacy: To know common uses for technology. Online Safety – KS1 – To know to keep safe online. To know people may not be who they say they are.		Computer Science: KS1 –To know what algorithms are. To know and understand computer networks. Information technology: KS1 – To know how to use a variety of media.		Information technology: KS1 – To know how to use technology purposefully. Digital Literacy: KS1 – To know the uses of technology beyond school.	
PSHE/RSE	Relationships Describe the characteristics of friendship and use this to develop strong friendships	Identity Understand that I am unique and that people think differently to me Recognise my personal achievements	Equality Recognise that others’ families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities Identify our rights and responsibilities	Relationships Know how important family and friendships are in making us feel happy, loved and secure Know how money and work are linked and understand their importance.	Health Judge how they are feeling and whether how they are behaving is appropriate Know what bullying is and its impact on mental wellbeing Describe the impact of rest, diet, hobbies and exercise on emotional and physical wellbeing	Safety Know how to keep themselves safe (e.g. on and offline) Make safe choices for myself and others (e.g. permission seeking, areas of our bodies are private, knowing how to call for an ambulance) Know who to report abuse or concerns to. Year 2 – Growing and Changing
RE	Understanding Christianity KS1 (Core) God: What do Christians believe God is like? Text: Parable of the Lost Son 	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS Compulsory God – Islam What do Muslims believe about God? [How is Allah described in the Qur’an? What do Muslims learn about Allah and their faith through the Qur’an?] Link to Prophet Muhammad – Night Journey	LAS Compulsory Community – Islam How do Muslims express their religion and beliefs? [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	LAS Compulsory Being Human – Islam How does faith and belief affect how Muslims live their lives? [What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]	LAS Compulsory Life Journey – Islam How do Muslims mark important events in their lives? [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]
	To know stories that show Christian beliefs. To know that Christians live in a way that pleases God. Know the God, as the creator, created the universe.		To know that the Qu’ran is the holy book of Islam. To know Muslims believe in one God. To know Muslims believe in the straight path. To know the importance of Muslim festivals. To know and understand Muslim prayer.		To know Muslims believe that Allah created everything in harmony. To know how Muslims promote harmony and good character.	
PE	Ball Skills Y1 Lesson 1: Introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Sending, tracking, dribbling and catching.</u>	Dance Y1 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Actions, dynamics, space, relationship and performance.</u>	Ball Skills Y2 Lesson 1: Introduce skill Lesson 2: Swimming Skill: Refine basic large and small movements and apply in a range of activities. <u>Sending, tracking, dribbling and catching.</u> <u>Strokes, breathing and water safety.</u>	Dance Y2 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. <u>Actions, dynamics, space, relationship and performance.</u>	OAA (Team Building Y1, then Y2) Lesson 1: introduce skill Lesson 2: introduce skill Skill: Refine basic large and small movements and apply in a range of activities. <u>Problem solving, navigation, communication and reflection.</u>	Fitness (Y1, then Y2) Lesson 1: introduce skill Lesson 2: introduce skill Skill: Refine basic large and small movements and apply in a range of activities. <u>Agility, balance, coordination, speed, strength and stamina.</u>
Music	Mozart - Serenade No. 13 for strings in G major Shape: Tempo- to know, identify and describe slow/fast tempos Pitch- to know, identify and describe high/ low sounds Dynamics- to know and identify loud/ soft sounds and be able to describe changes in dynamics Comprehension (outcome focus): To listen and discuss, to know how we are building on atmosphere linked		Aretha Franklyn RESPECT Shape: Duration- to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets Communication (outcome focus): To create and compose a 4/4 rhythm with semibreves, minims and crochet.		S Club 7- Reach for the Stars Shape: Structure- To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration- to know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Pitch- to know, identify and describe high/ low sounds. Texture/ Timbre- to describe the emotion of sounds/ music. Communication (outcome focus): To learn and perform the focus music; to know how to keep to a steady beat.	



	to the character 'Rumpus' in the novel 'where the wild things are'					
--	---	--	--	--	--	--



Long Term Curriculum Year B - Key Stage One

Year B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Value	Courage	Belief	Welcoming difference	Love	Ambition	Integrity
Big Question (Spirituality link)	Do you have the courage to be different?	Can your choices change?	Are girls as brave as boys?	Are there different kinds of love?	Can ambitions benefit others?	Is stealing always wrong?
Novel	Rapunzel by Bethan Woollvin	Tin Forest	The Last Wolf by Mini Grey	The Robot and the Bluebird	The Hodgeheg	Fantastic Mr Fox
Trips	Cartography- visit to the local park	TBC	TBC		TBC	Sherwood Forest
Immersive environment	Tower	Forest (emerging from tin mound)	Forest – with some deforestation	Scrap Yard		
English	Narrative – character profile/description Non-fiction - Instructions – linked to book, Rapunzel's hair.	Poetry - Riddles Narrative – Setting description Narrative – simple recount of story OR Recount – trip Whole school themed Christmas Write	Recount - Diary Non-chronological report – linked to Science - habitats	Narrative – retell the story from a different point of view OR change character Instructions Poetry – Tongue Twister for World Poetry Day	Non-chronological report – Seasons Narrative – additional chapter with character to help	Author Study – Roald Dahl – non-chronological report/ fact file Narrative – retell with alternative character.
Year 1- Word Reading						
To know how to accurately read by blending the sounds in words that contain the common GPCs for all 40+ phonemes. To know how to read accurately some words of two or more syllables that contain the same GPCs. To know how to read many common exception words. To know how to read aloud many words quickly and accurately without overt sounding and blending. To know how to sound out many unfamiliar words accurately. To know how to read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est).						
Year 1 – Reading- in a familiar book						
To know how to discuss word meanings, linking new meanings to those already known. To know how to identify story language. To know how to find specific information in formal texts. To know how to ask and answer questions in discussion with the teacher and to make simple inferences. To know how to link what is heard to their own experiences. To know how to explain what has happened and discuss plausible predictions with an adult.						
Year 1- Writing						
To know how to, after discussions with the teacher, write sentences that are sequenced to form a short narrative. To know, after class discussions, how to write sentences about real events. To know how to use co-ordinating conjunctions ‘and’ to join some main clauses. To know how to use the past and present tenses correctly and consistently. To know how to demarcate some sentences with capital letters and full stops and know how to use question marks when required. To know how to spell many of the Y1 CEW and some Y2 CEW. To know how to segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others. To know how to form lower-case letters in the correct direction starting and finishing in the right place. To know how to form lower-case letters of the correct size relative to one another in some writing. To know how to use spacing between words that mainly reflects the size of the letters.						
Year 2- Word Reading- in a familiar book they can already read fluently						
To know how to read accurately most words of two or more syllables. To know how to read words containing the most common suffixes (s, es, ing, ed, er, est, y, ment, ness, ful, less, ly) To know how to read common exception words. To know how to read most words accurately without overt blending and are sufficiently fluent to allow them to focus on their understanding, rather than decoding individual words. To know how to sound out most unfamiliar words accurately without undue hesitation.						
Year 2– Reading						
To know a text makes sense and when they need to self-correct when reading. To know how to explain what they have read so far. To know how to make inferences and answer questions about the text. To know how to predict what they think will happen and explain why.						
Year 2- Writing						
To know, after discussion with the teacher, how to write simple, coherent narratives about personal experiences and those of others. To know how to write about real events, recording these simply and clearly. To know how to demarcate most sentences with capital letters, full stops and to use question marks correctly and consistently. To know how to use co-ordination (and/or/but) and some sub-ordination (when/if/that/because) to join clauses. To know how to segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To know how to spell many common exception words. To know how to form capital letters and digits of the correct size and orientation and relationships to one another and to lower-case letters. To know how to use spacing between words that reflect the size of the letters. Know how to segment spoken words into phonemes and represent them by graphemes, spelling most of these words correctly and making phonically plausible attempts at others. To know how to spell many common exception words. To know how to form capital letters and digits of the correct size, orientation, and relationships to one another and to lowercase letters. To know to use spacing between words that reflect the size of the letters.						
Maths	Year 1- Place value, Addition & Subtraction, Shape To know how to sort and count objects, recognize numbers as words, count backwards, find fewer, more, and the same. To know how to use part-whole, know number bonds to 10, add more, find a part, use fact families, and use number lines. To know how to recognise, name and sort 2-D and 3-D shapes, and make patterns with 2-D and 3-D shapes.		Year 1- Place Value, Addition & Subtraction, Length & Height, Mass & Volume To know how to count in 2s, 5 and 10s, use arrays to make equal groups, find doubles, and share. To know how to make a whole, half and quarter. To know how to describe turns and positions. To know how to count to 100, compare and order numbers. To know how to recognise coins and use them to count. To know how to recognize before and after, dates, and time to the hour. To know how to measure lengths of objects in centimetres, and to compare lengths and heights of objects. To know how to measure mass and to compare saying if they are heavier or lighter.		Year 1- Multiplication & Division, Fractions, Position & Direction, Place Value, Money, Time To know how to count in 2s, 5 and 10s, use arrays to make equal groups, find doubles, and share. To know how to make a whole, half and quarter. To know how to describe turns and positions. To know how to count to 100, compare and order numbers. To know how to recognise coins and use them to count. To know how to recognize before and after, dates, and time to the hour.	
	Year 2- Place value, Addition & Subtraction, Shape To read and write numbers to 100, count in 10s, estimate on a number line, and count in 2s, 3s, 5s and 10s. To know how to add and subtract across 10, add and subtract 1s and 10s, add and subtract 2-digits. To know how to recognise and sort 2-D and 3-D shapes, count faces, edges and vertices on 3-D shapes.		Year 2- Money, Multiplication & Division, Length & Height Mass, Capacity & Temperature To know how to count in pounds and pence, compare amounts of money and calculate with them. To know how to find equal groups, use arrays, double and half, odd and even, multiply and divide by 2, 10 & 5. To know how to measure in cm and m, compare measurements, and use all four operations. To know how to compare, use g, kg, ml, l, four operations.		Year 2- Fractions, Time, Statistics, Position & Direction To know how to make equal parts, half, quarter, third, identify and use unit and non-unit fractions, find equivalent fractions, and count in fractions. To know O’clock, half hour, half past, quarter past and to, tell time to 5 minutes, use hours and days. To know how to make, draw and interpret tally charts and pictograms. To know how to describe position, movement and turns, and make patterns with shapes.	
Science	Energy Y1 E1 - 1	Life Y1 L1 – plants	Energy Y1 and Y2 (Spring 1) (Seasons) Observe the features associated with season change		Life Y2 BS 1, 4 L3 – Habitats	Exploratory Unit Y1 – Sound

	<p>Identify and describe simple forces, including pushes and pulls. BS 2,3 Energy Y2 E1 - 1. Describe the effect of applying a greater or lesser force to object (i.e. pushing/pulling harder) BS1,2,3,4</p>	<p>Recognise and describe the differences and similarities in plants and animals BS 2-5</p> <p>National curriculum</p> <ul style="list-style-type: none">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.	<p>BS 1-6 Life Y2 (Spring1 and 2) L1, L2 – plant focus BS 1-6 Identify what living things needs to survive and flourish (i.e. food, water, exercise etc.) Recognise and describe how living things differ to non-living things, and how they change as they grow (including plants and animals).</p> <p>National curriculum.</p> <ul style="list-style-type: none">Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies.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.	<p>Construct and interpret food chains, identifying predators, producers, and prey</p> <p>National curriculum.</p> <ul style="list-style-type: none">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 plants and animals, 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.	
History			<p>Mastery in Chronology Personal Timelines Chronology – Locate life events on a timeline Evidence – Introduce term ‘sources’ Significance- Personal history</p>	<p>Mastery in Evidence Using sources to find out about their family Chronology- locate key members of their family on a timeline Evidence – Introduce term ‘sources’ Significance- Personal history</p>	<p>Mastery in Significance Margaret Thatcher Chronology – Locate her life events on a timeline Evidence – Introduce term ‘sources’ Significance- Power/ Significant People</p>
Geography	<p>Urban Places Cartography: To know the four points of the compass; use simple maps to navigate to the local park (500yards from school). OS Symbols: park, school, café.</p>	<p>Loss of Woodland/Forest Fires Place: To know where the Gloucester Barracks are located on a UK map. Space: To describe the features of the barracks and its surroundings [within open space, separate to public]. OS Symbols: military barracks Physical: Know that a forest fire is a natural hazard and give examples. https://www.woodlandtrust.org.uk/protecting-trees-and-woods/campaign-with-us/grantham-barracks/</p>			<p>Seasonal Weather Place: To know and locate the 4 UK countries, 4 capital cities. Physical: To know and describe the seasonal weather patterns in the UK.</p>
Art	<div><p>Artist Focus: Roy</p><p>Lichtenstein – Pop Art</p></div> <p>Composition (formal elements):</p> <ul style="list-style-type: none">Y2 Proportion – Begin to think about the appropriate size of letters.Y1 Colour/Tone – name all the colours. Find collections of different colours by mixing white. Introduce secondary colours.Y1 Shape and form – Draw 2D and geometric shapesY1 Line – understand & draw diagonal lines.Y1/2 Pattern – awareness of how manmade patterns repeat; distinguish between natural and man-made patterns. <p>Communication (outcomes and materials) – reimagined Lichtenstein pop art using only one colour alongside black, white and grey (as in Rapunzel Book Illustration). Use words inspired by the text.</p> <p>Y1/2 Comprehension skills Analyse how artists’ make deliberate choices about</p>			<div><p>Artist Focus: Matt Wilson – Sculpture</p></div> <p>Composition</p> <p>(formal elements):</p> <ul style="list-style-type: none">Y2 Shape and form – draw 3D forms and create organic 3D forms <p>Communication (outcomes and materials) – metal sculpture from old/cheap cutlery and recyclable metal.</p> <p>Y1/2 Comprehension skills Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.</p>	<div><p>Artist Focus: Quentin Blake – illustration</p></div> <p>Composition (formal elements):</p> <ul style="list-style-type: none">Y2 Shape and form – Recognise 3D shapes and draw organic 2D shapes.Y2 Colour – Make tones of colours using black and white. Begin to describe and link colours to objects.Y2 Line – stippling <p>Communication (outcomes and materials) – create a detailed pencil illustration of a character from Fantastic Mr Fox using pencil crayons to add colour and texture.</p> <p>Y1/2 Comprehension skills Analyse how artists’ make deliberate choices about composition in order to have an effect on the audience</p>

DT	composition in order to have an effect on the audience					
		<u>Food – growing and eating</u> User- To know that they are making the salad for consumption. Innovation & Implementation: To know how to follow each step in a recipe. Tools/ Materials- To know and understand the importance of using tools safely when chopping a selection of items for their salad. Evaluation- To discuss improvements that could be made, could different tools or ingredients be used?	<u>Textiles – hand puppets</u> User- To know that they are making a puppet to be used to retell the novel. Innovation & Implementation- To be able to create their own design brief to create their own hand puppet. To know that they will need to use different techniques and tools to create their hand puppet. Tools/materials- To know the technique of sewing using a basic stitch, to know how to use fabric pens to put their design onto their hand puppet. Evaluation- To be able to talk about process followed and to suggest further improvements that could be made.		<u>Structures – hedgehog houses</u> User- To know and understand that the hedgehog needs somewhere safe to hibernate. Innovation & Implementation- To know how to create a design to build a home for the hedgehog by using a range of tools and techniques. Tools/materials- To know how to create an enclosed space using different techniques. To use a saw and glue gun safely. Evaluation- To evaluate the process followed and to articulate improvements that could be made.	
Computing	Unit 1.1 Online Safety (y1) 2.2 Online safety (y2) 1.4 Lego builders <u>Safety</u> Know how to keep themselves safe online (e.g.) what information is and isn't safe to share)	2.6 creating pictures <u>Safety</u> Know that people online may not be telling the truth about who they are and know who to ask for help.	2.1 Coding <u>Safety</u> Treat everyone with respect and expect respect from others in return online.	2.7 Making Music <u>Safety</u> Know that people sometimes behave differently online.	1.8 spreadsheets <u>Safety</u> Know that people sometimes behave differently online.	1.9 Tech outside of school <u>Safety</u> Know how to keep themselves safe online (e.g.) what information is and isn't safe to share).
	Computer Science: KS1 – To know what algorithms are. To know how to create and debug simple programs. Information technology: KS1 To know how to use technology purposefully. Digital Literacy: To know common uses for technology. Online Safety – KS1 – To know to keep safe online. To know people may not be who they say they are.		Computer Science: KS1 –To know what an algorithms is. To know and understand computer networks. Information technology: KS1 – To know how to use a variety of media.		Information technology: KS1 – To know how to use technology purposefully. Digital Literacy: KS1 – To know the uses of technology beyond school, and to understand the different purposes in the wider community.	
PSHE/RSE	<u>Health</u> Judge how they are feeling and whether how they are behaving is appropriate Know what bullying is and its impact on mental wellbeing Describe the impact of rest, diet, hobbies and exercise on emotional and physical wellbeing	<u>Identity</u> Understand that I am unique and that people think differently to me Recognise my personal achievements	<u>Equality</u> Recognise that others' families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities	<u>Relationships</u> Know how important family and friendships are in making us feel happy, loved and secure Know how money and work are linked and understand their importance.	<u>Relationships</u> Describe the characteristics of friendship and use this to develop strong friendships	<u>Safety</u> Know how to keep themselves safe (e.g. on and offline) Make safe choices for myself and others (e.g. permission seeking, areas of our bodies are private, knowing how to call for an ambulance) Know who to report abuse or concerns to Year 2 – Growing and Changing
RE	 <u>Understanding Christianity</u> KS1 Core Incarnation: Why does Christmas matter to Christians? Text: Gospel of Matthew	 <u>Understanding Christianity</u> KS1 Core salvation: Why does Easter matter to Christians? Text: The Easter Story – link to Jesus rescuing people	<u>LAS Additional</u> <u>Thankfulness</u> (including Christianity) [E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...] Include religious and non-religious beliefs (one religion must be something other than Christianity/Islam)		<u>LAS Additional</u> <u>Places of worship (including Christianity)</u> [Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]	
	To know Jesus is God. Christians celebrate Jesus' birth. Advent for Christians is a time for preparation for Jesus coming. Jesus rose again giving hope of new life.		To know the importance of thanking God. To know the different ways Christians and Jews thank God.		To know the features of a Christian church. To know the differences between churches and synagogues.	
PE	<u>Gymnastics Y1</u> Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities.	<u>Athletics Y1</u> Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities.	<u>Gymnastics Y2 /</u> Lesson 1: introduce skill Lesson 2: Consolidate (GetSet4PE Gymnastics year 2) Skill: Refine basic large and small movements and apply in a range of activities.	<u>Athletics Y2</u> Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities.	<u>Net and Wall (Y1, then Y2)</u> Lesson 1: introduce skill Lesson 2: introduce skill Skill: Refine basic large and small movements and apply in a range of activities. <i>Hitting, feeding, rallying, footwork.</i>	<u>Striking and Fielding (Y1, then Y2)</u> Lesson 1: introduce skill Lesson 2: consolidation Skill: Refine basic large and small movements and apply in a range of activities. <i>Striking, fielding, throwing and catching.</i>

	<u>Jumps, rolls, shape and balances.</u>	<u>Running, jumping and throwing.</u>	<u>Jumps, rolls, shape, inverted movements and balances.</u> <u>Strokes, breathing and water safety.</u>	<u>Running, jumping and throwing.</u>		
Music			Prokofiev – Peter and the Wolf Shape: Tempo- To know, identify and describe slow/fast tempos. Texture/ Timbre- to know the names of a variety of instruments and to describe character of sounds Comprehension (outcome focus): To listen and discuss, children to say how the music makes them feel and to use their knowledge of musical shape to justify their explanation.	The Beatles All You Need is Love Shape: Structure- To know what an AB structure is in a song, to use this knowledge to describe a song. To interpret simple scores that represent simple structures. Duration- To know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note names; semibreves, minims and crochets. Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To create and perform the focus piece of music, to know how to keep to a steady rhythm. 2Beat (Comp link)		Rossini - Overture from William Tell Shape: Dynamics- To know and identify loud/ soft sounds and be able to describe changes in dynamics. Tempo- To know, identify and describe slow/fast tempos. Pitch- To know, identify and describe high/ low sounds. Texture/ Timbre- To know the names of a variety of instruments and to describe character of sounds. Communication (outcome focus): To know what a fanfare is, to create and compose a fanfare melody. Busy Beats (Comp link)