

Long Term Curriculum Year A - Key Stage One

Autumn Term 1 Courage What is courage and who has it? Where the Wild Things Are TBC Jungle & Boat Narrative – character	Autumn Term 2 Belief How do we develop self-belief? Lost and Found TBC Boat with winter scene	Spring Term 1 Welcoming difference Who can be a pioneer? Proudest Blue	Spring Term 2 Love What is Love? The Tear Thief	Summer Term 1 Ambition What are my ambitions? The Owl Who Was Afraid of the	Summer Term 2 Integrity Are shortcuts worth it?			
What is courage and who has it? Where the Wild Things Are TBC Jungle & Boat Narrative –	How do we develop self-belief? Lost and Found TBC Boat with winter scene	Who can be a pioneer? Proudest Blue	What is Love?	What are my ambitions?				
Things Are TBC Jungle & Boat Narrative –	TBC Boat with winter scene		The Tear Thief	The Owl Who Was Afraid of the				
TBC Jungle & Boat Narrative –	Boat with winter scene	TBC		Dark	Into the Forest			
Jungle & Boat	Boat with winter scene		Cartography- walk to location of traffic survey	TBC	Lincolnshire Wolds			
	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			
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					
			40+ phonemes. To know how to read accurately some w					
		loud many words quickly and accurately without overt	t sounding and blending. To know how to sound out ma	ny unfamiliar words accurately. To know	w how to read most words containing taught Y1			
suttixes (-s, -es, -ing, -e	d, -er, -est).		Voor 1 Pooding in a familier hook					
To know how to discus	s word meanings linking no	w meanings to those already known. To know how to		formation in formal texts. To know how	w to ask and answer questions in discussion with			
					אינס מאל מווע מוואשבו קעבאנוטווא ווו עואנעאאוטון אונו			
			Year 1- Writing					
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								
sentences with capital into phonemes and rep the correct size and or graphemes, spelling m relationships to one ar Year 1- Place value, So know how to sort a	letters, full stops and to use present these by graphemes ientation and relationships to ost of these words correctly other and to lowercase lett Addition & Subtraction, hape nd count objects,	e question marks correctly and consistently. To know ho s, spelling many of these words correctly and making pl to one another and to lower-case letters. To know how y and making phonically plausible attempts at others. To ters. To know to use spacing between words that reflect <u>Year 1- Place Value, Addition 8</u> <u>Mass &</u> To know how to count in 2s, 5 and 10s, use arrays to	now to use co-ordination (and/or/but) and some sub-ord phonically plausible attempts at others. To know how to w to use spacing between words that reflect the size of t To know how to spell many common exception words. T ct the size of the letters. <u>& Subtraction, Length & Height,</u> <u>& Volume</u>	dination (when/if/that/because) to join spell many common exception words. the letters. Know how to segment spoke to know how to form capital letters and <u>Year 1- Multiplication & Di</u> <u>Place V</u>	clauses. To know how to segment spoken word To know how to form capital letters and digits o en words into phonemes and represent them by			
•		To know how to describe turns and positions.		To know how to make a whole, half a	nd quarter.			
				To know how to describe turns and positions.				
,	, , ,	e e						
		.						
-		objects.			,,			
					ne, Statistics, Position & Direction If, quarter, third, identify and use unit and non-			
To read and write num estimate on a number 5s and 10s. To know how to add an	bers to 100, count in 10s,	To know how to count in pounds and pence, compar	are amounts of money and calculate them. ble and half, odd and even, multiply and divide by 2, easurements, and use all four operations.	unit fractions, find equivalent fraction	ns, and count in fractions. quarter past and to, tell time to 5 minutes, use rpret tally charts and pictograms.			
T t T t T t T t T t t t t t t t t t t t	To know how to read a corect size and or a solution of the sector and to read a corect size and or a solution of the sector size and or a solution of the sector and the solution of the sector and the s	The second secon	 To know how to accurately read by blending the sounds in words that contain the common GPCs for all a common exception words. To know how to read aloud many words quickly and accurately without over uffixes (-s, -es, -ing, -ed, -er, -est). To know how to discuss word meanings, linking new meanings to those already known. To know how to the teacher and to make simple inferences. To know how to link what is heard to their own experiences io some main clauses. To know how to use the past and present teneses correctly and consistently. To k os ospell many of the Y1 CEW and some Y2 CEW. To know how to segment spoken words into phonemes or ospell many of the Y1 CEW and some Y2 CEW. To know how to segment spoken words into phonemes. To know how to form lower-case letters in the correct direction starting and finishing in the right between words that mainly reflects the size of the letters. Vear 2- Word Re To know how to read accurately most words of two or more syllables. To know how to read words conta or erad most words accurately without overt blending and are sufficiently fluent to allow them to focus or essitation. To know how to read accurately without overt blending and are sufficiently fluent to allow them to focus or essitation. To know how to read incertation and relationships to one another and to lower-case letters. To know how to excorters, full stops and to use question marks correctly and consistently. To know how to recognise name and sort 2-D ind 3-D shapes and make patterns with 2-D and anal se sufficient. Year 2-Place value, Addition & Subtraction, Shape Year 2-Place value, Addition & Sub	Vear 1-Word Reading: 0 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 vommon exception words. To know how to read accurately some vommon exception words. To know how to read accurately some vommon exception words. To know how to read accurately some vommon exception words. To know how to read accurately some vommon exception words. To know how to discuss word meanings, linking new meanings to those already known. To know how to lidentify sory language. To know how to find specific in the teacher and to make simple inferences. To know how to link what is heard to their own experiences. To know how to wexplain what has happened and disc vom to , after discussions with the teacher, write sentences that are sequenced to form a short narrative. To know how to demarcate some sentences with capital to a 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 and the size of the letters. Vear 2-Word Reading: in a familiar book they can already read fluentify 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 letters. Vear 2-Word Reading: in a familiar book they can already read fluentify to know how to read accurately most words of two or more syllables. To know how to read accurately must words of two or more syllables. To know how to use the plan in a familiar book they can already read fluentify to know how to use ad containts and for they can be addres and ready read fluentify foult and some and read reading individue set and reading and are sufficiently fluent to allow them to focus on their understanding. To know how to write ala plan why. Vear 2- Reading </td <td>Veral 4-Vorbal Veral 4-curvet o how how to accurately read by blending the sounds in words that contain the common OKC for all 40p behomens. To know how to read accurately some words of two or more syllabiles that cont offices (s, e, e, e, e, e, e, e, e, e). Year 4 - Reading in a familiar book Veral 4 - Method In a familiar book 0 how how to discuss word meanings. Inking new meanings to those already known. To know how to be vide soft sort and sexiple inferences. To know how to sub experiments. To know how to discuss sound events part offices and the sound sound by the soft information in formal texts. To know how to all discuss plaubile predictions with an adult. 0 now how to, after discussions with the teacher, write sentences that are sequenced to form a short to arrative. To know how to use the past and present tenes correctly and consistently. To know how to use the past and present tenes correctly and consistently. 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Science	<u>Life – Y1</u>		Matter - Y1 and Y2	Life Y2	Energy Y1 and Y2	Life Y2
	L1 – Animals inc. hum	ans	Y1 - M1 - Materials 1. Describe and compare and group a variety of	L1 -2 BS 1,4,6	Y1 – E2 light 2. Recognise that light is reflected	L3 – Habitats BS
	BS1,4,6 1 Recognise and desc	ribe the differences and	materials and their uses on the basis of their simple	1.Identify what living things needs to survive	from surfaces	3. Construct and interpret food chains,
	similarities in plants a		physical properties	and flourish (i.e. food, water, exercise etc.)	Y2 - E2 - light	identifying predators, producers and prey
			Y2 - M1 and M2 Materials	2. Recognise and describe how living things	BS 1,2,3	······································
	National Curriculum		1. Compare the suitability of materials for particular	differ to non-living things, and how they	2. Recognise that dark is the	Plus:
		ariety of common animals including iles, birds and mammals.	purposes	change as they grow (including plants and	absence of light	Exploratory Unit – Y1 Sound
	Identify and name a v	ariety of common animals that are	2.Explore the how the shapes of materials can be	animals).		
	carnivores, herbivores Describe and compare	s and omnivores. e the structure pf a variety of	changed by the application of force	National Curriculum		National curriculum. Identify that most living things live in habitats to
	common animals.		National Curriculum	To explore and compare the differences between		they are suited and describe how different habit
		and label the basic parts of the	Distinguish between an object and the material from which it is	things that are living, dead and things that have never been alive.		provide for the basic needs of different kinds of and animals, and how they depend on each other
	with each sense.	which part of the body is associated	 Identify and name a variety of everyday materials. 	Find out about and describe the basic needs of		Identify and name a variety of plants and animal
			 To describe the simple physical properties of a variety of 	animals, including humans, for survival (water, food and air.)		 their habitats, including micro-habitats. Describe how animals obtain their food from pla
			 materials. To Compare and group together a variety of everyday materials 	 Notice that animals, including humans, have offspring 		and other animals, using the idea of a simple for
			on the basis of their simple physical properties.	which grows into adults.		chain, and identify and name different sources of
			 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 			
		1	squashing, bending, twisting and stretching.			
History	Mastery in		Mastery in Evidence		Mastery in Significance	
	Chronology		History of Grantham Chronology Leasts on a timeling using different		Isaac Newton Who was he? What was he famous	
	<u>Family Trees</u> Chronology – Know		<u>Chronology</u> – Locate on a timeline -using different sources to find out about the local area		for? Where did he live?	
	about individual		Evidence – Introduce		Chronology – To know where	
	family tree (three		term 'sources' and understand importance of them		Newton fits on a timeline.	
	generations)		Significance- Local history – why is it important that we		- Locate on a timeline –	
	- Complet		know about the history of our local area?		cross reference to the	
	e family				history of Grantham	
	tree				timeline	
	(three generati				<u>Evidence</u> – Introduce term 'sources' and know importance of	
	ons)				sources. <u>Significance-</u> To know the	
	Evidence –				impact Newton had across the	
	Introduce				world.	
	term 'sources' and				- What impact did Sir	
	understand				Isaac Newton have?	
	importance of them				- How have his	
	<u>Significance-</u> Personal history –				discoveries shaped the world?	
	look at key				wond	
	individuals from					
	own history and					
	know why they are					
	important.	M/hara in the M/arld2		What is Croathon Like?		Lincolnobiro Wolds
Geography		Where in the World? Place: To know and		What is Grantham Like? Place: To know where Grantham is located on		Lincolnshire Wolds Place: To know where Lincolnshire Wolds
		locate the 4 UK		a UK map.		located on a UK map.
		countries, 4 capital		Space: To know the features of unfamiliar		Space: To know the features of the
		cities, the 7 world		parts of Grantham linked to OS Map symbols		Lincolnshire Wolds [hills (plateau tops),
		continents and the 5		[museum, Police Station, Fire Station, library].		valleys, trees, grass, open space].
		oceans on a simple map.		Human: To know the causes and impact of		Physical: To know and describe the feature
		Physical: To know and		traffic pollution.		hills and valleys in LW [high, flat topped, l
		locate hot and cold areas in the world				river].
		[South Pole, North Pole,				
		UK, Africa].				
		OS Map Symbols:				
		Museum, Police Station,				
		Fire Station, library].				
		Cartography: 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				
0		(above).		Artist Focus: Pablo Picasso	Artist Focus:	Artist Focus: Henri
Art				Mediterranean Landscape	Kandinsky – Several	Artist Focus: Henri Rousseau
					<u>Circles</u>	Intersteine
				Composition (formal		No. 1 States
				elements):		Composition (formal elements):
				<u>Y1 Line</u> – understand and draw diagonal	Composition (formal elements):	 <u>Y1-2 Texture</u> – recognise a range of different textures and set by gualities
				lines	1	different textures and sort by qualit

ns, d prey	1	
pitats to which nt habitats inds of plants ach other.		
i animals in from plants nple food purces of food.		
Nolds are		
ps), features of ped, low,		
nri		
ge of qualities.		

DT	Structures – waterproof boat User- 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- ore 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	Food – soup User- 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?	Textiles - hijab design User - 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.	 <u>Y1 Colour/Tone</u> – name all the colours. Find collections of different colours by mixing white. Introduce secondary colours. 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>) Y1/2 Comprehension skills <u>Analyse</u> how artists' make deliberate choices about composition in order to have an effect on the audience 	 <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. Communication (outcomes and materials) – Whole mixed media piece – 'The Night Sky' using powder paint, overlaid with a range of materials and textures Y1/2 Comprehension skills Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. 	 Overlap and overlay textures to createffects: distinguish between the quatof the different textures Y2 Colour/Tone – Make tones of colusing black and white. Begin to descand link colours to objects. Use coloa a large scale. Y1/2 Pattern – awareness of how manmade patterns repeat; distinguite between natural and man-made patterns. Communication (outcomes and materials Individual jungle collage using a range of materials – depicting characters from traditional tales i.e. wolf Y1/2 Comprehension skills Analyse how artists' make deliberate choid about composition in order to have an effort on the audience.
Computing	product.	provision with access to spec	fic Purple Mash apps, in set terms, linked to other areas of	the curriculum. Safety objectives are modelled th	roughout.	
	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	2.5 Effective searching Safety Know that people sometimes behave differently online.	1.7 coding <u>Safety</u> Treat everyone with respect and expect respect from others in return online.	1.6 Animated stories <u>Safety</u> 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 <u>Safety</u> Know how to keep themselves safe online (e.g.) what information is and isn't safe to share).

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	Computer Science: KS1 – To know what algorithms are. Computer Science: KS1 – To know what algorithms are. algorithms are. To know how to create and debug simple programs. Information technology: KS1 To know how to use technology purposefully. Information technology: KS1 – To know how to use a variety of media. 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. To know people may not be who they say they are.		riety 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. and offline) Make safe choices for myself and others permission seeking, areas of our bodies a 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	<u>Creation UC 1.2 (core)</u> <u>Who do Christians</u> <u>believe made the</u> <u>world?</u>	LAS Compulsory God – Islam What do Mu <u>s</u> lims 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 i their lives? [What do Muslims do to celebrate birth? What does it mean and why does it matte belong?]	
	To know that Christians live in a way that pleasesToGod.ToKnow the God, as the creator, created theTo		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 Progression in skills highlighted in Get Set for PE scheme of work	Ball Skills Y1 Lesson 1: Introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. Sending, tracking, dribbling and cotthing	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,</u> <u>space, relationship and</u> <u>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. Sending, tracking, dribbling and catching. Strokes, breathing and water safety.	Dance Y2 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities. Actions, dynamics, space, relationship and performance.	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. Problem solving, navigation, communication and reflection.	Fitness (Y1, then Y2) Lesson 1: introduce skill Lesson 2: introduce skill Skill: Refine basic large and small movem and apply in a range of activities. Aqility, balance, coordination, speed, stree and stamina.	
Music	<u>catchina.</u> <u>Mozart - Serenade</u> <u>No. 13 for strings in</u> <u>G major</u> <u>Shape:</u> _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 <u>Comprehension</u> <u>(outcome focus):</u> 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 <u>Communication (outcome focus):</u> To create and compose a 4/4 rhythm with semibreves, minims and crochet.		 <u>S Club 7- Reach for the Stars</u> <u>Shape:</u> 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. 		

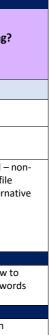
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others (e.g. odies are		
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vents in		
birth? t matter to		
novements		
d, strength		

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

Long Term Curriculum Year B - Key Stage One

	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 ink)	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					
rips	Cartography- visit to the local park	ТВС	ТВС		ТВС	Sherwood Forest					
mmersive 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 – I chronological report/ fact file Narrative – retell with alterna character.					
	read many common exception wor	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 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 w containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est).									
	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										
			to link what is heard to their own experience								
	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 conj '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 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 phonical 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 know how to use spacing between words that mainly reflects the size of the letters.										
			now how to read words containing the most								
	know how to read most words acco without undue hesitation. To know a text makes sense and w	urately without overt blending and are so hen they need to self-correct when read	now how to read words containing the most ufficiently fluent to allow them to focus on t	common suffixes (s, es, ing, ed, er, est, y heir understanding, rather than decoding - Reading	; individual words. To know how to sound	out most unfamiliar words accur					
	know how to read most words acce without undue hesitation. To know a text makes sense and w think will happen and explain why. To know, after discussion with the most sentences with capital letters spoken words into phonemes and capital letters and digits of the corr phonemes and represent them by	urately without overt blending and are so hen they need to self-correct when read teacher, how to write simple, coherent r , full stops and to use question marks co represent these by graphemes, spelling r rect size and orientation and relationship graphemes, spelling most of these words	now how to read words containing the most ufficiently fluent to allow them to focus on t Year 2- ling. To know how to explain what they have Year 2 marratives about personal experiences and the prectly and consistently. To know how to use many of these words correctly and making p to sto one another and to lower-case letters. Is correctly and making phonically plausible a	common suffixes (s, es, ing, ed, er, est, y heir understanding, rather than decoding - Reading e read so far. To know how to make infer - Writing hose of others. To know how to write ab e co-ordination (and/or/but) and some s honically plausible attempts at others. To To know how to use spacing between wo attempts at others. To know how to spell	s individual words. To know how to sound ences and answer questions about the tex put real events, recording these simply an ub-ordination (when/if/that/because) to jo know how to spell many common excep rds that reflect the size of the letters. Know many common exception words. To know	out most unfamiliar words accur tt. To know how to predict what t d clearly. To know how to demar oin clauses. To know how to segr tion words. To know how to form ow how to segment spoken words					
Maths	know how to read most words acco without undue hesitation. To know a text makes sense and w think will happen and explain why. To know, after discussion with the most sentences with capital letters spoken words into phonemes and capital letters and digits of the corr phonemes and represent them by of the correct size, orientation, and	urately without overt blending and are so hen they need to self-correct when read teacher, how to write simple, coherent r , full stops and to use question marks co represent these by graphemes, spelling r rect size and orientation and relationship graphemes, spelling most of these words I relationships to one another and to low	now how to read words containing the most ufficiently fluent to allow them to focus on the Year 2- ling. To know how to explain what they have Year 2 marratives about personal experiences and the prectly and consistently. To know how to use many of these words correctly and making p to sto one another and to lower-case letters. Is correctly and making phonically plausible a vercase letters. To know to use spacing betw	common suffixes (s, es, ing, ed, er, est, y heir understanding, rather than decoding - Reading e read so far. To know how to make inferr - Writing hose of others. To know how to write ab e co-ordination (and/or/but) and some s honically plausible attempts at others. To To know how to use spacing between wo attempts at others. To know how to spell yeen words that reflect the size of the let	s individual words. To know how to sound ences and answer questions about the tex put real events, recording these simply an ub-ordination (when/if/that/because) to jo know how to spell many common excep rds that reflect the size of the letters. Know many common exception words. To know	out most unfamiliar words accur tt. To know how to predict what t d clearly. To know how to demar oin clauses. To know how to segr tion words. To know how to form ow how to segment spoken words y how to form capital letters and					
Maths	know how to read most words acce without undue hesitation. To know a text makes sense and w think will happen and explain why. To know, after discussion with the most sentences with capital letters spoken words into phonemes and capital letters and digits of the corr phonemes and represent them by of the correct size, orientation, and <u>Year 1- Place value, Add</u> To know how to sort and count obj count backwards, find fewer, more To know how to use part-whole, kr find a part, use fact families, and use	teacher, how to write simple, coherent read teacher, how to write simple, coherent r , full stops and to use question marks co represent these by graphemes, spelling r rect size and orientation and relationship graphemes, spelling most of these words I relationships to one another and to low dition & Subtraction, Shape fects, recognize numbers as words, , and the same. how number bonds to 10, add more,	now how to read words containing the most ufficiently fluent to allow them to focus on t Year 2- ling. To know how to explain what they have Year 2 marratives about personal experiences and the prectly and consistently. To know how to use many of these words correctly and making p to sto one another and to lower-case letters. Is correctly and making phonically plausible a	 common suffixes (s, es, ing, ed, er, est, yheir understanding, rather than decoding Reading read so far. To know how to make inference of others. To know how to write able e co-ordination (and/or/but) and some schonically plausible attempts at others. To know how to use spacing between we attempts at others. To know how to use spacing between we attempts at others. To know how to use spacing between we attempts at others. To know how to use spacing between we attempts at others. To know how to use spacing between we attempt at others. To know how to use spacing between we attempt at others. To know how to use spacing between we attempt at others. To know how to spell yeen words that reflect the size of the left Subtraction, Length & Height, Volume se arrays to make equal groups, find quarter. ons. nd order numbers. them to count. er, dates, and time to the hour. cts in centimetres, and to compare 	ences and answer questions about the tex but real events, recording these simply an ub-ordination (when/if/that/because) to jo know how to spell many common excep irds that reflect the size of the letters. Know many common exception words. To know ters. Year 1- Multiplication & Division	t. To know how to predict what t d clearly. To know how to demar oin clauses. To know how to demar oin clauses. To know how to segr tion words. To know how to form ow how to segment spoken words to how to form capital letters and practions , Position & Direction , Money, Time , use arrays to make equal groups d quarter. sitions. e and order numbers. se them to count.					
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Science	know how to read most words acce without undue hesitation. To know a text makes sense and w think will happen and explain why. To know, after discussion with the most sentences with capital letters spoken words into phonemes and capital letters and digits of the corre phonemes and represent them by of the correct size, orientation, and <u>Year 1- Place value, Add</u> To know how to sort and count obj count backwards, find fewer, more To know how to use part-whole, kr find a part, use fact families, and us To know how to recognise, name a patterns with 2-D and 3-D shapes. <u>Year 2- Place value, Add</u> To read and write numbers to 100, line, and count in 2s, 3s, 5s and 10s To know how to add and subtract a 10s, add and subtract 2-digits. To know how to recognise and sort	urately without overt blending and are su hen they need to self-correct when read teacher, how to write simple, coherent r , full stops and to use question marks co represent these by graphemes, spelling r rect size and orientation and relationship graphemes, spelling most of these words <u>dition & Subtraction, Shape</u> jects, recognize numbers as words, , and the same. now number bonds to 10, add more, se number lines. nd sort 2-D and 3-D shapes, and make <u>dition & Subtraction, Shape</u> count in 10s, estimate on a number s. across 10, add and subtract 1s and	now how to read words containing the most ufficiently fluent to allow them to focus on t Year 2- ting. To know how to explain what they have Marratives about personal experiences and the rrectly and consistently. To know how to use many of these words correctly and making p to so one another and to lower-case letters. Is s correctly and making phonically plausible a vercase letters. To know to use spacing betw Year 1- Place Value, Addition & Mass & M To know how to count in 2s, 5 and 10s, us doubles, and share. To know how to make a whole, half and q To know how to recognize before and after To know how to recognize before and after To know how to recognize before and after To know how to measure lengths of objects. To know how to measure mass and to cor lighter. Year 2- Money, Multiplication Mass, Capacity & To know how to count in pounds and pen calculate with them. To know how to find equal groups, use an multiply and divide by 2, 10 & 5. To know how to measure in cm and m, co	common suffixes (s, es, ing, ed, er, est, y heir understanding, rather than decoding - Reading e read so far. To know how to make infered - Writing hose of others. To know how to write able e co-ordination (and/or/but) and some signation (and/or/but) and some signa	sindividual words. To know how to sound ences and answer questions about the tex but real events, recording these simply an ub-ordination (when/if/that/because) to jo know how to spell many common excep irds that reflect the size of the letters. Know many common exception words. To know ters. <u>Year 1- Multiplication & Division Place Value,</u> To know how to count in 2s, 5 and 10s, doubles, and share. To know how to make a whole, half an To know how to describe turns and pos To know how to recognise coins and us To know how to recognise before and a <u>Vear 2- Fractions, Time, Sta</u> To know how to make equal parts, half and non-unit fractions, find equivalent To know o'clock, half hour, half past, q minutes, use hours and days. To know how to make, draw and interp To know how to describe position, more	ttstics, Position & Direction d quarter, dates, and time to the hour dister, dates, and time to the hour dister, dates, and to, tell time to 5 or the segment spoken words of how to segment spoken words of how to form capital letters and practions, Position & Direction, Money, Time , use arrays to make equal groups d quarter. set hem to count. after, dates, and time to the hour fractions, and count in fractions.					





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	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	Recognise and describe the differences and similarities in plants and animals BS 2-5 National curriculum • 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.	BS 1-6 Life Y2 (Spring1 and 2) L1, L2 – plant focus BS 1-6 Identify what living things needs to survive etc.) Recognise and describe how living things of they change as they grow (including plants) National curriculum. • Observe changes across the four seasons. • Observe and describe weather associated with th • Find out and describe how plants need water, lighealthy. • Observe and describe how seeds and bulbs grow	differ to non-living things, and how is and animals). We seasons and how day length varies. ht, and a suitable temperature to grow and stay	 Construct and interpret food chains, identifying predators, producers, and prey National curriculum. 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 microhabitats. 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			Mastery in Chronology Personal Timelines Chronology – Locate life events on a timeline Evidence – Introduce term 'sources' Significance- Personal history	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		Mastery in Significance Margaret Thatcher Chronology – Locate her life on a timeline Evidence – Introduce term 'sources' Significance- Power/ Signific People
Geography	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.	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/			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.	
Art	 Artist Focus: Roy Lichtenstein – Pop Art Composition (formal elements): 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 shapes Y1 Line – understand & draw diagonal lines. Y1/2 Pattern – awareness of how manmade patterns repeat; distinguish between natural and man-made patterns. 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. Y1/2 Comprehension skills Analyse how artists' make deliberate choices about 			Artist Focus: Matt Wilson – Sculpture Composition (formal elements): • Y2 Shape and form – draw 3D forms and create organic 3D forms Communication (outcomes and materials) – metal sculpture from old/cheap cutlery and recyclable metal. Y1/2 Comprehension skills Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why.		Artist Focus: Qu Blake – illustrat Composition (fe elements): • Y2 Shape and form – Recognise 3D shapes a draw organic 2D shape • Y2 Colour – Make tone colours using black and Begin to describe and I colours to objects. • Y2 Line – stippling Communication (outcomes materials) – create a detaile pencil illustration of a charace from Fantastic Mr Fox using crayons to add colour and te Y1/2 Comprehension skills Analyse how artists' make deliberate choices about composition in order to have effect on the audience

e events icant Quentin ation formal and Des. Des of nd white. I link **s and** led acter g pencil exture. ve an

	composition in order to have an effect on the audience					
DT		Food – growing and eating 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?	Textiles – hand puppets 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.		Structures – hedgehog houses 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)	2.6 creating pictures	2.1 Coding	2.7 Making Music	1.8 spreadsheets	1.9 Tech outside of school
	1.4 Lego builders Safety Know how to keep themselves safe online (e.g.) what information is and isn't safe to chart	Safety Know that people online may not be telling the truth about who they are and know who to ask for help.	Safety Treat everyone with respect and expect respect from others in return online.	Safety Know that people sometimes behave differently online.	Safety Know that people sometimes behave differently online.	Safety Know how to keep themselves safe online (e.g.) what information is and isn't safe to share).
	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	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	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	<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	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
RE	KS1 Core Incarnation: Why does Christmas matter to Christians? Text: Gospel of Matthew	Why does Easter matter to Christians? Text: The Easter Story – link to Jesus rescuing people	LAS Additional Thankfulness (including Christianity) [E.g. harvest in Christianity, Sukkot in Juda religious and non-religious beliefs (one rel Christianity/Islam)		Year 2 – Growing and Changing LAS Additional Places of worship (including Christianity) [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 chu To know the differences between churc	
PE	Gymnastics Y1	Athletics Y1	<u>Gymnastics Y2 /</u>	Athletics Y2	Net and Wall (Y1, then Y2)	Striking and Fielding (Y1, then Y2)
	Lesson 1: introduce skill Lesson 2: Consolidate Skill: Refine basic large and small movements and apply in a range of activities.	Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities.	Lesson 1: introduce skill Lesson 2: Consolidate (GetSet4PE Gymnastics year 2) Skill: Refine basic large and small movements and apply in a range of	Lesson 1: introduce skill Lesson 2: consolidate Skill: Refine basic large and small movements and apply in a range of activities.	Lesson 1: introduce skill Lesson 2: introduce skill Skill: Refine basic large and small movements and apply in a range of activities.	Lesson 1: introduce skill Lesson 2: consolidation Skill: Refine basic large and small movements and apply in a range of activities.
	a range of detivities.	. unge of detivities.	activities.		Hitting, feeding, rallying, footwork,	Striking, fielding, throwing and

Shape: Tempo- To know, identify and describe slow/fast tempos. Shape: Structure - To know what an describe slow/fast tempos. Tell AB structure is in a song, to use this Shape: Structure - To know what an able to describe slow/fast tempos. AB structure is in a song, to use this Shape: Shape: Shape: Structure - To know what an AB structure is in a song, to use this AB structure is in a song, to use this Shape: Shape: Shape: Shape: Structure - To know what an AB structure is in a song, to use this AB structure is in a song, to use this Shape: Shape: Shape: Shape: Structure - To know what an AB structure is in a song, to use this AB structure is in a song, to use this Shape: Structure - To know what an AB structure is in a song, to use this AB structure is in a song, to use this Shape: Structure - To know and identify an AB structure - To know and identify a AB structure - To know and identify a Tempo - To know, identify an AB structures. Duration - To know identify an AB structure - To know identify an AB structure - To know, identify and describe slow/fast tempos. Testure - To know what a fanfare is, I Tempo - To know how to keep to a Tempo - To know how to keep to a Tempo - To know what a fanfare is, I Testure - To know what a fanfare is, I						
Music Strokes, breathing and water safety. Music Protofiev – Peter and the Wolf Shape:: Tempo- To know, identify and describe slow/fast tempos. The Beattes All You Need is Love: Shape:: Tempo- To know, identify and describe slow/fast tempos. The Beattes All You Need is Love: To a variety of instruments and to describe character of sounds Shape:: Tempo-To know, identify and public tempos. Duration- To know and identify and describe slow/fast tempos. Tempo-To know, identify an public (steady beat) in 4/4. To identify a public (steady beat) in 4/4. To identify an describe slow/fast tempos. Duration- To know and identify and describe slow/fast tempos. Tempo-To know, identify and describe slow/fast tempos. Texture / Timbre- to know ither explanation. The Beattes All You Need is Lowe. Provide and discuss, children to say how the musical shape to justify their explanation. The musical shape to justify their explanation. Texture / Timbre- 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) Steady chythm. Zest (Comp link)		Jumps, rolls, shape and	Running, jumping and throwing.	Jumps, rolls, shape, inverted	Running, jumping and throwing.	
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 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. Ressini - Overture from With Tell Shape: Structure - To know, identify and describe show/fast tempos. Texture/ Timbre- to know the names of a variety of instruments and to describe sounds Tempo- To know, identify and describe slow/fast tempos. Comprehension (outcome focus): To the work the replanation. Tempo- To know, identify and describe slow/fast tempos. Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To justify their explanation. Tempo- To know, identify and describe slow/fast tempos. 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. To know what a fanfare is, create and compose a fanfar melody.		<u>balances.</u>		movements and balances.		
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 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. Ressini - Overture from With Tell Shape: Structure - To know, identify and describe show/fast tempos. Texture/ Timbre- to know the names of a variety of instruments and to describe sounds Tempo- To know, identify and describe slow/fast tempos. Comprehension (outcome focus): To the work the replanation. Tempo- To know, identify and describe slow/fast tempos. Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To justify their explanation. Tempo- To know, identify and describe slow/fast tempos. 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. To know what a fanfare is, create and compose a fanfar melody.						
Shape: Tempo- To know, identify and describe slow/fast tempos. Shape: Tempo- To know, identify and describe slow/fast tempos. Shape: Structure To know what an AB structure is in a song, to use this knowledge to describe slow/fast tempos. Tell 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. Shape: Structures. Tempo- To know, identify and describe slow/fast tempos. Torester. Tempo- To know, identify and describe slow/fast tempos. Tempo- To know, identify and describe slow/fast tempos. Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To justify their explanation. Tempo- To know, identify and describe slow/fast tempos. Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To invoit, to know how to keep to a steady rhythm. Zebet (Comp link) Communication (outcome focus): To meloy.				Strokes, breathing and water safety.		
Shage: 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 soundsShage: 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.Tell Shage: Dynamics- To know identify loud/ soft sounds a able to describe a song. To interpret simple scores that represent simple structures.Tell Shage: Dynamics- To know identify loud/ soft sounds a able to describe a song. To interpret simple scores that represent simple structures.Tell Shage: Dynamics- To know identify loud/ soft sounds a able to describe changes in dynamics.Duration- To know and identify a pulse (steady beat) in 4/4. To identify a note length- to know the note ijustify their explanation.Tempo- To know, identify an describe high/ low sounds.Tempo- To know, identify an describe high/ low sounds.Tempo- To know, identify and describe slow/fast tempos. Communication (outcome focus): To create and perform the focus piece of music, know how to keep to a steady rhythm. 2Beat (Comp link)Tempo- To know and a fanfare is, i create and compose a fanfar melody.	Music			Prokofiev – Peter and the Wolf	The Beatles All You Need is Love	Rossini - Overture from Willia
Texture/ Timbre- to know the names of a variety of instruments and to describe character of soundsknowledge to describe a song. To interpret simple scores that represent simple structures.identify loud/ soft sounds a able to describe changes in dynamics.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.knowledge to describe a song. To interpret simple scores that represent simple structures.Tempo- To know, identify a describe slow/fast tempos. a note length- to know the note names; semibreves, minims and crochets.Tempo- To know, identify and describe slow/fast tempos. a note length- To know, identify and describe slow/fast tempos. To know, identify and describe character o sounds.Texture/ Timbre- To know names of a variety of instru- names of a variety of instru- of music, to know how to keep to a steady rhythm. ZBeat (Comp link)Communication (outcome to know shat fanfare is, i nelody.				Shape: Tempo- To know, identify and	Shape: Structure- To know what an	<u>Tell</u>
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