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|  | **AUTUMN 1 (8 WEEKS)** | **AUTUMN 2 (7 WEEKS)**  | **SPRING 1 (6 WEEKS)** | **SPRING 2 (5 WEEKS)** | **SUMMER 1 (6 WEEKS)** | **SUMMER 2 (7 WEEKS)** |
| **Topic title (main theme)** | Bounce | Memory Box | Rio di Vida | Bright Lights, Big City | The Enchanted Woodland | Moon Zoom |
| **WOW Event**  | Parents in school – phonics Aerobics School council elections - Stocksbridge Town Council  | Visit - Victorian ClassroomArts week P factor (poetry) | Music Hub teachers (visitor) Carousal of activities Safety week  | Bright lights, Big city - walk around neighbourhoodAerobics with parentsLearn a new skill – French, sign language, skipping, electricity circuits  | Science experiment workshops  | Visitor – planetarium Year 2 residential Whirlow residentialAerobics with parents |
| **Visits/visitors in school**  |  | Visit - Victorian ClassroomTheatre company – Christmas production  | Music Hub teachers (visitor) Carousal of activitiesSafety week visitors – Local Authority online safety lead, police officers, fire fighters, paramedics, lollipop lady.  | Walk around neighbourhoodLearn a new skill – French, sign language, skipping, baking |  | Visitor – planetarium Year 2 residential Whirlow residential |
| Home activity | -Choose a famous sportsperson and write a fact file about them-Design a new kit for your favourite team. Don’t forget a team badge!-Write some instructions for a game or another activity. You could create instructions on how to tidy your room, how to get ready for bed or how to take a pulse. | -Make a scrapbook with photos of the people in your family and write sentences about the things you like doing with them.-Write down your birthday memories, including details and pictures of favourite presents or parties.-Choose a song to learn by heart  | -Go to your local library and find out as much as you can about Rio and Brazil. Write some ‘Amazing Rio Facts’ in a Rio scrapbook.-Choose a Brazilian animal to look at in more detail. Draw it and label the parts of its body.-Find some Brazilian recipes online and try making them with your family. | -Make your own cityscape artwork-Spot and talk about different types of vehicles while you are out and about with your family-Draw a map of a city and direct a toy car or figure using words such as forwards, backwards, etc. | -Plant some wild flowers and write a diary about the changes you see each week.-Make patterns and sculptures using natural materials in your garden.-Measure the length or height of small trees, bushes, twigs and leaves found in your garden. | -Visit your local library and search for space-themed books. Read and talk with an adult about the books you find,-Make up your own space song or rhyme.-Make a telescope from junk cardboard materials and sticky tape.  |
| **School Events**  | Aerobics  | Art week Christmas performanceChildren in NeedChristmas party Theatre company – Christmas production Enterprise project - School sale  | Safety week | Comic reliefEnterprise project - Spend or save?World book day - story telling week | Science experiment workshops  | Enterprise Project - Summer Fayre Sports dayFilm premiere/leavers concert |
| **Parental Engagement/workshops** | Parent workshop – Learning Platform (Purple mash)Whirlow information sessionParent in school working with the children – phonics Macmillan coffee morning | Parent’s evening / Structured conversationsYear 1 - Parents phonics information eveningYear – Parents SATs informing evening  | Parent workshop – online safety Parents workshop – mathematics (calculations) Hucklow Primary School information session | Parent’s evening Parents in school working with children - Learn a new skill (French, sign language, skipping, electricity circuits ).Parents in school working with children - Aerobics  | Parents in school working with children - science  | Parent workshop –Year 2 transitionDrop in parent’s evening / structured conversations Parents in school working with children - Aerobics |
| **English**  |
| GenresStory writing – retell a story (Little Red Riding Hood) | GenresInformation text – Victorian Toys Poetry –Year 1 – Teddy Year 2 – Teddy Bear | Genres Story writing – retell a story and create a resolution and end (For the birds - video link)  | GenresPersuasive speech –Year 1– playtime activities Year 2 - Stocksbridge Leisure CentrePoetry – Year 1 – If I could build a town.Year 2 - What will I Build with my blocks?  | GenresStory writing – children create their own story  | GenresFormal letter – applying to be an astronautDiary Entry – role of an astronaut Poetry – Year 1 – On some other planet Year 2 – My space trip  |
| SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) | SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) | SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) | SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) | SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) | SPAG-Punctuation – CL, FS, ? ! . -Past and Present tense- commas to separate items in a list- Expanded noun phrases -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.-Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) -Use of the suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.- Formation of nouns using suffixes (-ness, -er) -Formation of adjectives using suffixes such as –ful and –less- Add suffixes to spell longer words, using the suffixes – ment and –ly- Spelling ( common exception words)-subordination (using when, if, that, because) and co-ordination (using or, and, but) |
| **Mathematics** | Place value - partition (tens and ones)- reorder numbers (smallest to largest, and, largest to smallest)- Read and write numbers - More than and less than - continue number patterns forwards and backwards 1, 2 5 and 10s (Y2 GDS – 3s)- Word problems - Reasoning - Investigations   | Shape space measure- Naming 2D and 3D shapes - Properties 2D and 3D shapes- Sorting 2D and 3D shapes - word problems - reasoning - investigations Measuring (length/height) - Estimating / predicting - Measuring (cm, m)- reading scales 1, 2 5 and 10s. - Recording - Word Problems - reasoning - investigations Mass (g, kg)- Estimating / predicting - Measuring (g, kg)- reading scales 1, 2 5 and 10s. - Recording - Word Problems - reasoning - investigations Capacity and volume (ml, l)- Estimating / predicting - Measuring (ml, l)- reading scales 1, 2 5 and 10s. - Recording - Word Problems - reasoning - investigations  | Capacity and volume (ml, l) continued…- Estimating / predicting - Measuring (ml, l)- reading scales 1, 2 5 and 10s. - Recording - Word Problems - reasoning - investigations Time Year 1 – o’clock and half past Year 2 – o’clock, quarter past, half past, quarter to (GDS – 5 minute intervals). - Word problems - Reasoning - Investigations Addition and subtraction - two digit and ones - two digit and tens- two two-digit numbers - Commutative order- Word problem - Reasoning - Investigations   | Addition and subtraction continued… - two digit and ones - two digit and tens- two two-digit numbers - Commutative order- Word problem - Reasoning - Investigations  Temperature and bar charts (degrees Celsius). Features as part of Science. - Measuring (degrees Celsius)- reading scales 1, 2 5 and 10s. - Recording - Word Problems -Position and directionRefer to ICT | Multiplication Year 1 – repeated addition and structured imagery (2s, 5s and 10s)Year 2 – structured imagery, arrays and mental calculations (2X, 5X and 10X tables. GDS – 3X)  - Word problem - Reasoning - Investigations DivisionYear 1 – structured imagery (2s, 5s and 10s)Year 2 – structured imagery, circle method when sharing and mental calculations (dividing by 2, 5 and 10. GDS – 3)  - Word problem - Reasoning - Investigations  | Multiplication continued…Year 1 – repeated addition and structured imagery (2s, 5s and 10s)Year 2 – structured imagery, arrays and mental calculations (2X, 5X and 10X tables. GDS – 3X)  - Word problem - Reasoning - Investigations Division continued….Year 1 – structured imagery (2s, 5s and 10s)Year 2 – structured imagery, circle method when sharing and mental calculations (dividing by 2, 5 and 10. GDS – 3)  - Word problem - Reasoning - Investigations -Fractions- quantities of objects, shapes and numbers- Year 1 – ½ 2/4 and ¼ - Year 2 - ½ 2/4 and ¼ ¾ 1/3 - Word problem - Reasoning - Investigations Money - Recognising the value of coins / notes - solving addition / subtraction calculations - Word problem - Reasoning - Investigations Gap learning – use formative and summative assessments to gap teach aspects of the curriculum delivered in Autumn 1 – Summer 1.  |
| **Science** | Y1 * Name a range of everyday materials, including wood, plastic, metal, rock and glass.
* Group and sort materials according to their simple physical properties.
* Identify the material an object is made from, suggesting why it is made from that material.
* Identify some materials that help physical processes (e.g. woollen fabric keeps us warm).
* Describe properties of a material using everyday language or simple scientific vocabulary (e.g. hard/soft or bendy/not bendy)
* Compare two or more different materials for their performance at a particular task (e.g. mopping up a spill)

Y2* Identify the uses of everyday materials in a familiar location (e.g. school or home), recording their findings
* Sort and grade a range of materials for a specific property (e.g. smoothness)
* Identify and describe the range of materials that can be used to make a single given object (e.g. cup, chair, table or shelter).
* Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.
* Relate a material’s physical properties to its uses (e.g. describe or demonstrate how a material can be unsuitable for a given task due to its ability to be changed by squashing and bending).
* Compare significant individuals who have developed useful materials (e.g. Charles Macintosh or John Dunlop) and decide which individual’s material is of most use to them.
 | Y1- Identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance - Draw and label basic parts of the human body, including those related to the senses Y2- Construct a simple food chain that includes humans as the top consumer - Explain simply how humans and some familiar animals change as they grow | Y1- Identify and name a range of common animals from the local and wider environment - Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals- Name animals living in a range of familiar environments, such as their homes, woodland or school grounds- Explain how to take care of an animal from the local habitat - Describe in simple terms the life cycle of a familiar animal such as a frog, butterfly or human- Compare animals that are kept as pets, knowing which group they belong to Y2- Name and match animals to their offspring - Sort and classify things according to whether they are dead, alive or have never been alive - Define the terms ‘habitat’ and ‘micro-habitat’ giving examples of animals that live in each place - Identify the basic needs of animals and humans for survival, including nutrition and regular exercise- Recognise the need for animals and humans to grow and reproduce-Describe the life cycles of some common animals and humans - Compare living things in familiar habitats with the living things in a less familiar habitat | Y1-Name a range of different types of weather from pictures or sounds -Describe some positive and negative effects of the weather for ourselves and our environment -Observe and record the daily weather on a chart or in a table -Broadly assign different weather types to seasons -Describe how day length changes over a year, from experience and know how it affects their livesY2-Identify less familiar weather conditions that are more common in other parts of the world-Explain how any why the weather influences our choice of clothing and affects what we can do -Identify patterns and similarities and differences within recorded weather over a given period of time-Explain how animals or plants are affected by the seasons, using a specific animal or plant as an example -Make comparisons to other parts of the world where day length changes to a greater or lesser degree, such as Artic or equatorial regions | Y1-Identify and name common flowers and trees found growing in the locality -Sort trees into groups to show those that are evergreen and those that are deciduous.-Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.-Identify their locality as a habitat for living things-Care for a growing seedling, observing and describing its growth -Identify the seeds, as a part of a plant, that makes a whole new plant.-Describe how plants change over time, including seasonal change (leaves fall off, blossom, buds opening).-Name, compare and contrast familiar plants according to their observable featuresY2-Identify what eats plants as a food source and recognise simple food chains -Sort seeds and bulbs into groups according to physical features.-Describe the different plant parts and give examples of different foods that we eat which are derived from these plant parts, for example rhubarb (stem), carrot (root).-Explain how plants are suited to their habitats and give examples of plants growing in different habitats -Describe how plants grow, identifying what a plant needs for healthy growth and survival -Recognise that plants produce seeds in order to reproduce and generate new plants-Describe how bulbs help plants to grow in winter.-Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water) | Y1-Use everyday language/begin to use simple scientific words to ask or answer a scientific question-Follow instructions to complete a simple test individually or in a group-Observe objects, materials and living things and describe what they see-Use simple, non-standard measurements in a practical task-Talk about their findings and explain what they have found out-Use every day or simple scientific language to ask and/or answer a question to given data-Explain, with help, what they think they have found outY2-Suggest ideas, ask simple questions and know that they can be answered/investigated in different ways including simple secondary sources, such as books and video clips -Do things in the correct order when performing a simple test and begin to recognise when something is unfair -Observe something closely and describe changes over time -Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests-Gather data, record and talk their findings, in a range of ways, using simple scientific vocabulary -Identify simple patterns and/or relationships using simple comparative language -Use simple scientific language to explain what they have found out |
| **History** |  | Y1- Begin to describe similarities and differences between historical artefacts and pictures- Ask and respond to simple questions about the past, using sources of information - Retell a story or significant event from their own past Y2- Describe how their own life is different from past generations of their own family.- Ask and answer questions about a range of historical sources.- Show increased knowledge of events beyond living memory through simple recording, using text and drawings |  | Y1* Use simple vocabulary to describe passing of time (e.g. now, them long ago, before and after)
* Begin to order artefacts and pictures from significantly different time periods.
* Sequence the story of a significant historical figure
* Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.

Y2* - Use further terms associated with the past (e.g. year, decade and century)
* Order events in a period of history studied and begin to recall the dates of important festivals or celebrations
* Use the stories of a famous historical figure to compare aspects of life in different times
* Build a ‘bigger picture’ of a historical period, using a range of source material.
 |  | Y1* - Describe in simple terms the importance of a local place or landmark
* Compare own life and interests now with their babyhood (e.g. food, clothes, toys, food, size, abilities) recalling a significant memory from their past
* Describe in simple terms, why a significant individual acted the way they did
* Use simple source material (e.g. photographs) to answer questions about an event beyond living memory

Y2* - Describe how people, place and events in their own locality have changed over time
* Describe changes in the local area during their own lifetimes and that of their parents and grandparents
* Begin to understand cause and effect by looking at a significant individuals actions and what happened as a result
* Build a ‘bigger picture’ of a historical period, using a range of source material.
 |
| **Geography** |  |  | Y1- Locate countries on a UK map- Use maps, pictures and stories to find out about different places - Name and locate the four countries of the UK on a map or globe. - Find and name some continents on a world map- Identify the similarities and differences between the local environment and one other place Y2- Locate continents and oceans on a world map.- Use information texts and the web to gather information about the worlds human and physical geography - Name and locate the capital cities of the UK and its surrounding areas. - Name and locate the world’s continents and oceans on a world map of globe. - Describe and compare the physical similarities and differences between an area in the UK and one of a contrasting European country | Y1- Use the correct terms for simple geographical features in the local environment.- Describe how pollution (e.g litter) affects the local environment.- Explain what changes are taking place in the local environment - Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.- Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.- Use basic geographical vocabulary to name physical and human features of familiar places - Use simple locational language, including front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. Y2- Describe and compare human and physical features seen in their local environment and other places in the world.- Suggest ways of improving the local environment.- Explain how a place has changed over time- Draw simple maps or plans using symbols for a key.- Name, describe and compare human and physical features of their own locality ad another named place, asking and responding to questions. - Use geographical vocabulary to name features of familiar and unfamiliar places- Uses compass directions (North, East, South, West) to describe the location of geographical features and routes on a map.  | Y1-Name the four seasons and describe typical weather conditions for each of them -Ask and respond to questions about places/environments- Locate hot and cold areas of the world.Y2-Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas - Use given information and observations to ask and respond to questions about the environment recognising how people affect this-Locate the equator and the North and South Poles | Y1-Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?) -Collect data during fieldwork such as the number of trees/housesY2-Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons why the flow changes at different times)-Collect and organise simple data from first and second hand resources including fieldwork  |
| **Computing** | **Online / Internet Safety** Privacy and securityYear 1 -I can explain that passwords are used to protectinformation, accounts and devices.-I can recognise more detailed examples ofinformation that is personal to someone (e.g wheresomeone lives and goes to school, family names).-I can explain why it is important to always aska trusted adult before sharing any personalinformation online, belonging to myself or others.Year 2 -I can explain how passwords can be used to protectinformation, accounts and devices.-I can explain and give examples of what is meantby ‘private’ and ‘keeping things private’.-I can describe and explain some rules for keepingpersonal information private (e.g. creating andprotecting passwords).-I can explain how some people may have devicesin their homes connected to the internet and giveexamples (e.g. lights, fridges, toys, televisions). | **Online / Internet Safety** Health, well-being and lifestyleYear 1 -I can explain rules to keep myself safe when using technology both in and beyond the home.Year 2 -I can explain simple guidance for using technology in different environments and settings e.g. accessingonline technologies in public places and thehome environment.-I can say how those rules / guides can help anyone accessing online technologies. | **Online / Internet Safety** Online relationshipsYear 1 -I can give examples of when I should askpermission to do something online and explain whythis is important.-I can use the internet with adult support tocommunicate with people I know (e.g. video callapps or services).-I can explain why it is important to be considerateand kind to people online and to respect theirchoices.-I can explain why things one person finds funny orsad online may not always be seen in the same wayby others.Online bullyingYear 1 -I can describe how to behave online in ways that do not upset others and can give examples.Online relationshipsYear 2 - I can give examples of how someone might usetechnology to communicate with others they don’talso know offline and explain why this might berisky. (e.g. email, online gaming, a pen-pal inanother school / country).-I can explain who I should ask before sharing thingsabout myself or others online.I can describe different ways to ask for, give, or denymy permission online and can identify who can helpme if I am not sure.-I can explain why I have a right to say ‘no’ or ‘I willhave to ask someone’. I can explain who can helpme if I feel under pressure to agree to something Iam unsure about or don’t want to do.-I can identify who can help me if somethinghappens online without my consent.-I can explain how it may make others feel if I do notask their permission or ignore their answers beforesharing something about them online.-I can explain why I should always ask a trusted adultbefore clicking ‘yes’, ‘agree’ or ‘accept’ online.Online bullying Year 2 - I can explain what bullying is, how people may bullyothers and how bullying can make someone feel.-I can explain why anyone who experiences bullyingis not to blame.-I can talk about how anyone experiencing bullyingcan get help. | **Online / Internet Safety** Self-image and identityYear 1 - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.- If something happens that makes me feel sad,worried, uncomfortable or frightened I can giveexamples of when and how to speak to an adultI can trust and how they can help.Year 2 - I can explain how other people may look and act differently online and offline.- I can give examples of issues online that mightmake someone feel sad, worried, uncomfortable or frightened; I can give examples of how they mightget help. | **Online / Internet Safety** Managing online informationYear 1 -I can give simple examples of how to findinformation using digital technologies,e.g. search engines, voice activated searching).-I know / understand that we can encounter a rangeof things online including things we like and don’tlike as well as things which are real or make believe/ a joke.-I know how to get help from a trusted adult if wesee content that makes us feel sad, uncomfortableworried or frightened.Copyright and ownershipYear 1 -I can explain why work I create using technologybelongs to me.-I can say why it belongs to me (e.g. ‘I designed it’ or‘I filmed it’’).-I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename,name on content).-I understand that work created by others does not belong to me even if I save a copy.Managing online informationYear 2 -I can use simple keywords in search engines.I can demonstrate how to navigate a simplewebpage to get to information I need (e.g. home,forward, back buttons; links, tabs and sections).-I can explain what voice activated searching isand how it might be used, and know it is not a realperson (e.g. Alexa, Google Now, Siri).-I can explain the difference between things that areimaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.-I can explain why some information I find online may not be real or true. Copyright and ownershipYear 2 -I can recognise that content on the internet may belong to other people.-I can describe why other people’s work belongsto them. | **Online / Internet Safety** Online reputationYear 1 -I can recognise that information can stay online and could be copied.- I can describe what information I should not put online without asking a trusted adult first.Year 2 -I can explain how information put online about someone can last for a long time.-I can describe how anyone’s online informationcould be seen by others.-I know who to talk to if something has been putonline without consent or if it is incorrect. |
| Y1 **Paint (Art)****2Simple music toolkit - 2explore, 2beat, 2sequence****(Music)**Art- Develop mouse skills with increasing accuracy- Open and save work with support- Use variety of drawing tools- insert shape, zoom, line tools – straight lines, colour, fill, rotate, flip invert colour-Print work with supportMusic -Log on to a learning platform (PurpleMash)- Open and save work -Record -Select instruments -Play -Stop -Create a short musical sequence.-Print workY2 **2paint (Art)****2Simple music toolkit - 2explore, 2beat, 2sequence****(Music)**Art-Open and save work independently-Use variety of drawing tools- insert shape, zoom, line tools – straight lines and curved line, colour, fill, rotate, flip invert colour-Print work independentlyMusic -Log on to a learning platform (PurpleMash)-Open and save work -Select instruments and move it to the correct location-Select pitch -Play -Volume-Stop -Alter speed-Create a short musical sequence.-Print work | **Y1 – 2Publish**- Create digital content, e.g. digital art.- Choose media from a selection (e.g. images, video, sound) to present information on a topic.- Recognise that you can find out information from a website.- Recognise that you can edit digital content to change its appearance.- Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.- Combine media with support to present information, e.g. text and images.Y2 - P**owerpoint**- Create simple digital content for a purpose, e.g. digital art.- Recognise that we can use technology to record and playback audio or take and view photographs.- Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text.- Present ideas and information by combining media, e.g. text and images.- Explain that you can search for information on the internet.- Plan out digital content, e.g. a simple sketch or storyboard.- Identify the common features of digital content, e.g. title, images.- Recognise that we can use different types of media to convey information, e.g. text, image, audio, video. | Y1 – **animate IT**-Children to be introduced to framing and shooting video. Children to work as a team investigating the animate IT.Y2 - **animate IT**- Analyse making stop of animation. Work as a team. Create a simple storyboard. Open, capture and save images. Begin to use editing software to add titles/credits. Add soundtrack voiceover. | Y1 -**Beebots and 2Go**- Recognise that computers don’t have a brain.- Explain that we control computers by giving them instructions.- Create a simple program e.g. to control a floor robot.- Create a simple algorithm.- Predict the outcome of a simple algorithm or program.- Explain what an algorithm is – a sequence of instructions to make something happen.- Recognise that the order of instructions in an algorithm is important.- Debug an error in a simple algorithm or program e.g. for a floor robot.Y2 – **2Code and 2Logo**- Explain that computers have no intelligence and we have to program them to do things.- Create a program with multiple steps e.g. to control a floor robot.- Predict the outcome of an algorithm or program with multiple steps.- Recognise that the instructions in an algorithm need to be clear and unambiguous.- Identify and correct errors in a given algorithm or program, and recognise the term debugging.- Explain what an algorithm is, and that when inputted on a computer it is called a program.- Plan out a program by creating an algorithm, and evaluate its success. | Y1 – **Internet Explorer**-Open internet browser, type a web address in URL and to that site, navigate pages using links. Y2  **Internet Explorer** -Open internet browser.-Type a web address in URL and to that site.-Navigate between two or more pages using links. -Discuss how to stay safe on the internet. | Y1 – **2Count, 2Graph**- Recognise different forms of digital content, i.e. text, image, video and audio.- Collect simple data (e.g. likes/dislikes) on a topic.- Present simple data using images, e.g. number of animals.- Recognise charts and pictograms and why we use them.- Explain information shown in a simple chart or pictogram.- Modify simple charts/pictograms, e.g. add title, item or labels.- Identify the key features of a chart or pictogram.- Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.Y2- **2Question, 2Investigate**- Identify different forms of digital content, i.e. text, image, video and audio.- Recognise charts, pictograms and branching databases, and why we use them.- Identify an object using a branching database- Recognise an error in a branching database.- Create a branching database using pre-prepared images and questions- Identify the features of a good question in a branching database.- Independently plan out and create a branching database.- Evaluate a given branching database and suggest improvements. |
| **Art and Design**  | Y1 ( Paulo Jimenez)- Describe the sensory properties of a range of different materials and decide which ones to use when making something-Apply paint using a range of tools (e.g large brushes, hands, feet, rollers and pads).- Name primary colours and collate colours into groups of similar shades - Outline personal likes and dislikes regarding their own workY2-Choose appropriate materials and techniques for a give n project - Mix paint colours to suit a task - Select and match colours when painting from observation explaining how different colours make them feel. - Explain the main successes and challenges encouraged when completing a piece of artwork | Y1-Record ideas and experiences in a sketch book or journal -Use lines to represent a shape or outline -Use lines of different thickness -Outline personal likes and dislikes regarding a piece of artY2-Make/use a simple sketch book, using a range of joining techniques including gluing, tying and sapling -Use line and tone to draw shapes, pattern and texture - Use tone to show light and shade - Explain what they like/dislike about an artwork, comparing it with other pieces of art. | Y1-Draw from or talk about experiences, creative ideas and observations -Handle and manipulate rigid and malleable materials and say how they feel.Y2-Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stones. -Use modelling materials to create an imaginary or realistic form.  | Y1-Cut and tear paper and glue it to a surface.-Create a simple pattern using colours and shapes. Y2- Cut and tear fabrics and papers, attaching them using different joining techniques. -Create patterns using natural materials | Y1 (clay work and printing)-Create simple mono prints using a range of printing utensils.-Use modelling materials to create a realistic or imagined formY2-Create single and multi-coloured prints using a range of printing techniques -Build simple thumb pots using clay, including rolling out clay on a board |  |
| **Design and Technology**  | Y1- Explain how to keep safe during a practical task- Measure and weigh food items using on standard measures (e.g. spoons and cups)- Identify main food groups (including fruit and vegetables)-Identify the source of common foodsY2- Work safely and hygienically in construction and cooking activities- Cut, peel, grate and chop a range of ingredients to make dishes from other countries - Recognise the need for a variety of foods in a diet-Explain where the food they eat comes from (e.g. by referring to countries, animals and plants)  | Y1- Draw a simple picture of an intended design with basic labelling -With help put ideas into practice -Describe others work, including work by professional craftspeople and designers and say what they like and dislike about it-Describe how an existing product works (e.g. ‘the toy moves when I turn the handle’).-Talk about their own others work identifying strengths or weaknesses -Order products or designs chronologically and begin to explain reasons why they are ordered in that way- Use wheels, axles, levers and slidersY2-Produce detailed, labelled drawings or models of products based on design criteria -Think of ideas and plan what to do next, based on their experiences of working with materials and components -Describe similarities and differences between own and others’ work including work by professional craftspeople and designers-Investigate a range of existing products and say if they do what they are supposed to do-Explain how closely, finished products, meet their design criteria and say what they could do better in the future -Describe why a design, building or designer is important-Create and use wheels and axles, levers and sliders | Y1-Select and explain their choice of materials, sometimes with help-Join appropriately, using glue or tape-Use ICT packages to create a simple plan for a designY2-Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect- Attach features to a vehicle (e.g. an axle and wheels or a sail and rudder). Join appropriately, with glue and/or tape, for different materials and situation-Use ICT packages to create a labelled design or plan | Y1-Cut out shapes from a range of fabrics and papersY2-Use tools safely for cutting and joining materials and components -Join fabrics using running stitch, glue, staples, over sewing and tape  | Y1-Select and explain why they have chosen a particular tool for a task -Explain how they would fix simple products -Cut out shapes from a range of fabrics and papers-Fold, tear, roll and cut paper and card-Cut accurately and safely with scissors -Build simple structuresY2-Use tools safely for cutting and joining materials and components -Cut, measure, form and shape materials to fix or repair something, explaining objectives -Join fabrics using running stitch, glue, staples, over sewing and tape -Create simple hinges and pop-ups using card -Cut wood/dowel using a bench hook and hacksaw -Improve structures by making them stronger, stiffer and more stable |  |
| **Music**  |  |  | Y1-Listen to a piece of music, identifying if it is fast or slow, happy or sad.-Make sounds in different ways including hitting, blowing, and shaking. -Talk about the song/pieces of music which they enjoy.-Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).-Copy a simple rhythm by clapping or using percussion.-State what they like or dislike about a piece of music.Y2- Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.-Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. -Describe basic elements of a piece of music (e.g. pace, volume, emotion). -Use own voice in different ways including speaking, singing, and chanting for different effects. -Identify the difference between rhythm and pulse. -Explain what they like or dislike about a piece of music and why.  |  |  | Y1-Sing with a sense of shape and melody -Begin to represent sounds with drawingsY2-Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases -Follow a simple piece of written rhythmic notation |
| **PE** GamesGymnastics Dance | Y1 (rugby)- to develop agility, balance andCoordination- participate in team games, developing simple tactics for attacking and defending-Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.- Pat, throw, kick, stop and sometimes catch a ball.- master basic movements including running, jumping, throwing and catchingY2-Swimming -Pass a ball, bean bag or tag in a team game, working collaboratively.-Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. | Y1 (hockey)- to develop agility, balance andCoordination- participate in team games, developing simple tactics for attacking and defending-Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.- Pat, throw, kick, stop and sometimes catch a ball.Y2 (hockey)- to develop agility, balance andCoordination- participate in team games, developing simple tactics for attacking and defending- Pass a ball, bean bag or tag in a team game, working collaboratively.- Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. | Y1 (football)- to develop agility, balance and coordination- participate in team games, developing simple tactics for attacking and defending-Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.- Pat, throw, kick, stop and sometimes catch a ball.Y2 (football)- to develop agility, balance and coordination- participate in team games, developing simple tactics for attacking and defending- Pass a ball, bean bag or tag in a team game, working collaboratively.- Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. | Y1 (tennis)- to develop agility, balance and coordination- participate in team games, developing simple tactics -Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.- Pat, throw, kick, stop and sometimes catch a ball.Y2 (tennis)- to develop agility, balance and coordination- participate in team games, developing simple tactics - Pass a ball, bean bag or tag in a team game, working collaboratively.- Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. | Y1 (athletics) - to develop agility, balance and coordination- Run a short distance with some control. Jump with both feet from standing. -Throw a projectile in a given direction.Y2 (athletics)- to develop agility, balance and coordination-Run a short distance with co-ordination and speed. -Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet. | Y1 (orienteering)-Follow a simple route around the school grounds or a given outdoor spaceY2 (orienteering)-move over, under and through spaces and obstacles outdoors  |
| **Dance: Cheer dance**-I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.- I can recall the basic Beats & Rhythms in the music- I can perform MOVEMENTS that EITHER: TRAVEL, TURN, JUMP, and BALANCE to build Cheer themed dance- I can show that I understand the difference between a jumping movement, a turning movement etc.- | **Dance: Animal theme** -I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, to express and communicate my ideas and feelings  I can remember and repeat simple skills and actions with the music- I can perform movements at different speeds- I can perform MOVEMENTS that EITHER: TRAVEL, TURN, JUMP, BALANCE and USE LEVELS to build a “Insects that Burrow” themed dance with noises- I can show that I understand the difference between a jumping movement, a turning movement etc. |   **Dance: Road to Rio** - I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, to express and communicate my ideas and feelings  I can remember and repeat simple skills and actions with the music-I can perform movements at different speeds- I can perform MOVEMENTS that EITHER: TRAVEL, TURN, JUMP, BALANCE and USE LEVELS to build a Eco Friendly themed dance-I can show that I understand the difference between a jumping movement, a turning movement etc  | **Gymnastics-**  Shape1. Tuck and star
2. Straight, dish and arch
3. Pike and straddle
4. Hand apparatus
5. Low apparatus
6. Partner work
7. Large apparatus

-I can move and set up apparatus safely and sensibly. | **Gymnastics**Balance 1. Different body parts
2. Points and patches
3. One foot
4. Hand apparatus
5. Low apparatus
6. Partner work
7. Large apparatus
* I can move and set up apparatus safely and sensibly.

  | **Gymnastics** Travel1. Feet
2. Complex
3. Different body parts
4. Hand apparatus
5. Low apparatus
6. Partner work
7. Large apparatus

-I can move and set up apparatus safely and sensibly. |
| **RSHE**  | Relationships:* How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
* How to recognise and manage a range of emotions within a range of relationships.
* How to recognise risky or negative relationships including all forms of bullying and abuse.
 | Relationships:* How to recognise risky or negative relationships and ask for help.
* How to respect equality and diversity in relationships
* Recognise and manage ‘dares’ and challenge stereotypes.
 | Health and Wellbeing:* What is meant by a healthy lifestyle.
* How to maintain physical, emotional and mental health and wellbeing.
* How to manage risks to physical and emotional health and wellbeing.
* Ways of keeping physically and emotionally safe.
 | Health and Wellbeing:* About managing change, including puberty, transition and loss.
* How to make informed choices about health and wellbeing and to recognise sources of help with this.
* How to respond in an emergency.
 | Living In The Wider World:* Respect for self and others and the importance of responsible behaviours and actions.
* Rights and responsibilities as members of families, other groups and ultimately as citizens.
* About different groups and communities.
* To respect equality and to be a productive member of a diverse community.
 | Living In The Wider World:* The importance of respecting and protecting the environment.
* Where money comes from, keeping it safe and the importance of managing it effectively.
* How money plays and important part in people’s lives.
* A basic understanding of enterprise.
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| **RE**  | **Y1/Y2 SACRE SYLLABUS**Recall and name different beliefs and practices including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Y1-Listening to and discussing the story of Genesis 1:1.-Re-tell the story of Genesis 1:1.-Make links from the story to our world today.Y2-Making sense of the story Genesis 1:1.-Understand the impact of creation.-Make connections between the story of Genesis 1:1. | **Y1/Y2 SACRE SYLLABUS**Recall and name different beliefs and practices including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.Y1-Pupils learn about the birth of Jesus.-Understand the celebration of advent. -The importance of Christmas for Christians. Y2-Children recognise that incarnation is part of the ‘Big story of the Bible’.-Children recognise the birth of Jesus and make links with Incarnation. - The importance of Christmas for Christians and the meaning behind this. |  **Y1/Y2 SACRE SYLLABUS** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Recognise some different symbols and actions which express community’s way of life, appreciating some similarities between communities.Ask and respond to questions about what communities do and why, so that they can identify what different belongings to a community might make.Y1-Explore the celebration of Eid.- Explore religious artefacts of the Islam faith.-How Muslims celebrate being generous and thankful.Y2- Pupils explore a Church and identify features.- Pupils recount the visit to a Church. - Pupils sort, order and compare symbols. | **Y1/Y2 SACRE SYLLABUS**Retell and suggestmeanings to some religiousand moral stories, exploringand discussing sacredwritings and sources ofwisdom and recognising the communities from which theycome.Explore questions aboutbelonging, meaning and truthso that they can express theirown ideas and opinions inresponse using words, music,art or poetry;Notice and respond sensitively to some similarities between different religions and world views. Find out about and respond with ideas to examples of co-operation between people who are different. Y1-Listen to and understand the Easter story.- Re-tell the Easter story.- Discuss the Easter story and key events. Y2-Understand what the ‘big story’ of the Bible and its meaning. -The importance of Holy week and its meaning. -The meaning behind the Easter story.  | **Y1/Y2 SACRE SYLLABUS**Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.Recognise some different symbols and actions which express community’s way of life, appreciating some similarities between communities.Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.Y1-The message of the Christian story ‘The Good Samaritan’. -The message of the Islamic story ‘Be My Guest’.- To understand different points of view. Y2-Pupils explore a Mosque and identify its features. -How and why do Muslims pray?-How and why do Christians pray?-How and why do Jews pray? | **Y1/Y2 SACRE SYLLABUS**Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.Find out about andrespond with ideas toexamples of co-operationbetween people who aredifferent.Find out about questionsof right and wrong and beginto express their ideas andopinions in response. Y1-Listen to and retell the story ‘The Lost Sheep’. - Listen to and retell the story ‘The Ten Lepers’.- Compare two stories and consider what Christians learn from them.Y2-The strong leader Nelson Mandela.-The strong leader, Mahatma Gamdhi.- The strong leader Martin Luther King.  |
| **Preparing children for modern Britain**  | ElectionsAwareness of other cultures | Raising money for Children in NeedMeeting with two other infants re joint issuesIssues playtime lunches bullying etc | Spend and save - class earning pocket money | How the past influences the presentday.Aware ness of other culture | FairtradeAnimal welfare | Enterprise actvity– Fair- Enterprise week- £15 to each class make a profit in the summer fayre |
| **School council topics****Y1 and Y2** | -Council elections- Fs2 Y1 and Y2 -Meeting about what school council is and aims for year to make school better-Children discuss aims of eco-club-New environmental review | -Action plan updated-Make energy saving reminders for the classrooms-Introduce switch off fortnight-Toy sale to raise funds for school environment | -Use switch off fortnight data to create purple mash bar chart and compare data before and after energy campaign -Biodiversity – bug hotel created -School council to discuss how to improve the school environment with funds raised from toy sale | -Eco-council lunchtime monitoring of classrooms energy daily-Litter picking in school grounds- Apply for funding for additional school clubs | -Update eco-school display -Latest campaign is transport – walk to school week.-Introduce with an assembly | -Global perspective campaign - Bags to school collection to recycle unwanted clothes and raise money for school funds-Arrange for green flag assessor to visit Royd-Feedback to Headteacher (report) |
| **Throughout all topics**  | -work collaboratively in pairs, groups as a class-learning to discuss and co-operate-think why we need to learn about…-children’s voice drives learning within each topic and theme-apply for jobs/monitors around the school, future careers discussed -apply for School Council, vote SMSC in all subjects |