



KS1 Curriculum Overview 2024 - 2025 Cycle A

Topics Themes

Transport <i>Adventure: Experiences to develop imagination and manage real risks.</i>	What a Wonderful World (Continents of the world, and the animals that live there). <i>Enquiry and Curiosity: For children to be curious about the world around them and ask questions.</i>	Traditional Tales & History of Shopping <i>Communication: To become confident and fluent speakers. To encourage talk and questioning in all areas of life and learning.</i>	History of Nursing <i>World Citizens & Diversity: To understand where they live and the wider world. To show respect towards the environment, communities and religions.</i>	Food and farming <i>Independence & Challenge: To develop the life skills necessary to work with growing independence and perseverance.</i>	Where We Live <i>Community & Ambition: To develop a sense of pride and respect for others and themselves</i>
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Core Texts linked to Writing Units (The Write stuff English Units by Jane Considine)

The Way Back Home by Oliver Jeffers Grandad's Island by Benji Davis	On Safari Meerket Christmas Postcard by Emily Gravett	Pinocchio by Carlo Collodi Little Red Reading Hood by Lucy Rowland	Bold Women in Black History by Vashti Harrison Milo Imagines the World by Matt de la Peña	The Lighthouse Keeper's Lunch by Ronda Armitage Habitats by Dorling Kindersley Ltd	Our Trip to the Woods Plants by DK
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Other key texts to be shared:

Tom and the Island of Dinosaurs The Hundred Decker Bus Who Sank the Boat? Emma Jane Aeroplane The Hodgeheg	Lost & Found Meerkat Mail Giraffe, the Pelly and Me The Enormous Crocodile Elliot's Arctic Adventure Gorilla Around the World with Max and Lemon Amazing animal babies	Good Little Wolf Into the Forest Little Red Writing Who's Afraid of the Big Bad Wolf The Three Little Wolves and the Big Bad Pig The Nutcracker	Amazing Grace Florence Nightingale Mary Secole Grandad Mandela Proudest Blue See inside your body	Jack and the Beanstalk Jack and the Magic Baked Beanstalk Handa's Surprise Oliver's Vegetables Ready Steady Grow The Tin Forest The Tiny Seed A Seed is Sleepy	Saving the Butterfly Oi Dog Not Now Bernard Someone Swallowed Stanley Sally and the Limpet The Snail and the Whale Caterpillar Cake (Poems) Smelly Jelly and Smelly Fish
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Writing focus

Labels and Captions (Y1) Sentence structure & oral composition Description (Y2) Focus on setting (adjectives) Narrative Opening Further apply description of setting	Explanation Text Structure & sequence non-fiction Informal Letter Writing for a clear purpose Use of different punctuation & improving vocab.	Traditional Tales Opening – build up Develop character description (verbs & adjectives). Narrative Opening – build up – problem Apply setting & character. World Book Day	Non- Chronological report Present facts & group information in structure (use of headings). Narrative Opening – build up – problem – solution – ending. Applications of parts taught previous.	Narrative Problem – solution/ending Focus on developing & adding detail Advert Purpose further developed & embedded. Use of questions & exclamations.	Recount Past tense (-ed) Linked to personal experience (pronouns) & used of openers to structure. Chronological order. Poetry Recite poem & repetitive language. Perform out loud to audience.
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SPAG/ Composition

<p>Labels and Captions Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.</p> <p>Form lower case letters in the correct direction. Form capital letters.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Narrative Use full stops to demarcate simple sentences. Recognise and start to write from memory capital letters.</p> <p>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</p> <p>Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory. Read their writing to an adult.</p>	<p>Explanation Text With support, say sentence and hold it in memory whilst writing. Separate words with spaces, e.g. using a finger, with little prompt.</p> <p>Use capital letters and full stops to demarcate simple sentences.</p> <p>Orally plan and sequence ideas.</p> <p>Segment spoken words into individual phonemes and represent them with graphemes, starting to spell some correctly.</p> <p>Informal Letter Use capital letter for the personal pronoun I. Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops consistently throughout writing to demarcate sentences.</p> <p>Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.</p>	<p>Traditional Tales Understand how words combine to make sentences. With adult support, re-read every sentence to check it makes sense.</p> <p>Orally compose and write sentences to start to form short narratives.</p> <p>Discuss their writing with adults and peers. Identify and use question marks.</p> <p>Narrative Sequence Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</p> <p>Orally compose every sentence before writing, including compound sentences using the joining words 'and'.</p> <p>With adult support, reread every sentence to check it makes sense.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse.</p> <p>Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...</p>	<p>Non- Chronological report Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and' and 'but'. Separate words with spaces of a roughly consistent size.</p> <p>Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).</p> <p>Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book.</p> <p>Use regular plural noun suffixes -s or -es.</p> <p>Narrative Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p> <p>Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Understand how the prefix 'un' changes the meaning of verbs and adjectives. Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...</p>	<p>Narrative Use capital letters for names of people, places and days of the week.</p> <p>Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).</p> <p>Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. Read their writing to an adult.</p> <p>Advert Sequence events in non-fiction recounts using vocabulary such as 'first', 'next', 'after that' and 'finally'.</p> <p>Identify and use exclamation marks.</p> <p>Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.</p> <p>Read their writing audibly to a small group.</p> <p>Orally compose simple sentences to write short non-fiction texts, e.g. Information text, postcard, instructions.</p>	<p>Recount Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.</p> <p>Identify and use question marks and exclamation marks in independent writing.</p> <p>Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.</p> <p>Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</p> <p>Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</p> <p>Poetry Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helper.</p> <p>Discuss their writing with adults, saying what they like about it. Read aloud their writing audibly to adults and peers.</p>
<p>Description Discuss the language needed.</p>	<p>Explanation Text Use present tense accurately and consistently for non-chronological reports.</p>	<p>Traditional Tales Generate, select and effectively use adjectives.</p>	<p>Non-Chronological Report With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p>	<p>Narrative Write narratives about personal experiences and those of others (real and fictional).</p>	<p>Recount Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.</p>



<p>Generate, select and effectively use adjectives.</p> <p>Use expanded noun phrases for description and specification.</p> <p>Secure the use of full stops and capital letters.</p> <p>Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...</p> <p>Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. She is watching television. I am reading my favourite book.</p> <p>Narrative Discuss and plan what to write about e.g. generating and developing vocabulary and ideas.</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences. Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.</p> <p>Use past tense accurately and consistently for narratives, recounts and historical reports.</p>	<p>Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.</p> <p>Identify, understand and select verbs to complete sentences. Use sentences with different forms: questions and exclamations.</p> <p>Use subordination for reason using if e.g. If a plant does not get enough water, it will die.</p> <p>Informal Letter Develop the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Discuss and plan what to write about e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</p> <p>Orally rehearse each sentence prior to writing including simple and compound sentences.</p> <p>Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Use commas to separate items in a list. Edit and improve own writing with specific guidance from the teacher, e.g. Can you add the question marks to the sentences where they are needed?</p>	<p>Use past tense accurately and consistently. Identify, understand and select nouns to complete sentences. Use subordination for time using when e.g. We went out to play when we had finished our writing. Say, write and punctuate simple and compound sentences using the joining words so and or (co-ordination).</p> <p>Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</p> <p>Identify purpose and audience for writing.</p> <p>Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</p> <p>Narrative Read aloud their writing with intonation, taking note of punctuation to make the meaning clearer.</p> <p>Identify, understand and select adverbs to complete sentences.</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but) with little support and editing. Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p>	<p>Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination). Use present tense for non-chronological reports and persuasive adverts. Use sentences with different forms: statement and commands. Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing. Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations. Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Narrative Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases.</p> <p>Evaluate their writing with adults, saying what they think is good about their writing and what might make it even better.</p> <p>Generate, select and effectively use adverbs.</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll.</p> <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.</p> <p>Proofread to check for errors in spelling, grammar and punctuation. Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Advert Secure the use of full stops, capital letters, exclamation marks and question marks. Use subordination for time using before and after e.g. We ate our picnic Use present tense accurately and consistently for persuasive adverts. Use commas to separate items in a list. Identify purpose for writing.</p>	<p>Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</p> <p>Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.</p> <p>Independently, edit and improve own writing by strengthening the use of verbs and adverbs.</p> <p>Independently, edit and improve own writing to ensure accurate and consistent use of tense. Use subordination for time using when, before and after e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed.</p> <p>Poetry Identify purpose and audience for writing.</p> <p>Discuss the language and structural organisation needed, e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</p> <p>Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</p>
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Reading Focus:

<p>Word reading: Apply phonic knowledge and skills as the route to decode words.</p>	<p>Word reading: Read common exception words, noting tricky parts.</p>	<p>Word reading:</p>	<p>Word reading:</p>	<p>Word reading:</p>	<p>Word reading: Identify unfamiliar words within the context of a text and discuss meanings.</p>
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<p>Developing pleasure and motivation to read: When prompted through questioning, relates texts to own experiences. Orally retell stories using props and pictures.</p> <p>Understanding books: Activate prior knowledge. Develop and demonstrate their understanding of characters through role play and drama.</p> <p>Demonstrate understanding of texts by answering questions related to who and what.</p> <p>Discuss the main events in stories.</p> <p>Make predictions based on what has been read so far. Identify the main characters in stories.</p> <p>Participating in discussion about books, listen to what others say, responding by nodding or maintaining eye contact.</p>	<p>Developing pleasure and motivation to read: Orally retell stories using props and pictures. Enjoy and recite simple rhymes and poems. Make personal reading choices.</p> <p>Understanding books: Discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Give opinions about books, stories and poems.</p> <p>Demonstrate understanding of texts by answering questions related to where and when.</p> <p>Recall information from non-fiction texts. Locate parts of text by naming or labelling e.g. titles/ labelled diagrams.</p> <p>Participating in discussion about books, listening to what others say, responding in small group sessions.</p>	<p>Read more challenging fiction texts using phonics and common exception word recognition.</p> <p>Developing pleasure and motivation to read: Recognise and join in with language patterns and repetition in stories.</p> <p>Orally retell familiar stories in a range of contexts. Recite poems including traditional verse.</p> <p>Understanding books: Recognise when a text does not make sense while reading and, with prompting, can correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama.</p> <p>Identify and discuss the main events in stories using words like first, next, after that, later on, at the end.</p> <p>Identify and describe the main characters in stories.</p> <p>Answer 'why' questions requiring basic inference.</p>	<p>Read more challenging non-fiction texts using phonics and common exception word recognition.</p> <p>Developing pleasure and motivation to read: Can relate texts to their own experiences.</p> <p>Make personal reading choices and give simple reasons for their selection.</p> <p>Understanding books: Discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Give opinions and, when prompted, support with reasons.</p> <p>Discuss the title and predict what the story might be about.</p> <p>Participating in discussion about books, listen to what others say and take turns to speak as directed by the teacher.</p>	<p>Identify unfamiliar words within the context of a text and discuss meanings.</p> <p>Developing pleasure and motivation to read: Relate texts to own experiences and describe with detail.</p> <p>Enjoy and recite rhymes and poems and express preferences.</p> <p>Understanding books: Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama.</p> <p>Identify, discuss and sequence the main events in stories.</p> <p>Make predictions based on what has been read so far and give reasons.</p> <p>Participating in discussion about texts, listen to what others say and take turns to speak.</p>	<p>Developing pleasure and motivation to read: Relate texts to own experiences and describe with some detail.</p> <p>Make personal reading choices and give more detailed reasons for their selection.</p> <p>Understanding books: Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. because...</p> <p>Make simple inferences based on what has been said and done.</p>
<p>Description Orally retell simple stories, fairy tales and traditional tales as part of a group.</p> <p>Recognise the use of repetitive language within a simple story.</p> <p>Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</p> <p>Narrative</p>	<p>Explanation Text Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. a toad is similar to a frog.</p> <p>Demonstrate understanding of non-fiction texts by asking and answering who, what, where, when, why, how questions in writing.</p> <p>Letter Choose favourite words and phrases from a text.</p>	<p>Narrative (Traditional Tale) Draw inferences about the main character from the text.</p> <p>Identify unfamiliar words within the context of a text and discuss meanings.</p> <p>Narrative Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions.</p>	<p>Non-Chronological Report Pose and rehearse questions prior to reading non-fiction texts.</p> <p>Demonstrate understanding of non-fiction texts by asking and answering who, what, where, when, why & how questions orally.</p> <p>Identify unfamiliar words within the context of a text and discuss meanings.</p> <p>Identify how specific information is organised within a non-fiction text e.g.</p>	<p>Narrative Discuss the main events in stories and sequence using language such as First of all, Moments later, After a while, Finally etc.</p> <p>Draw inferences about characters and events referring to specific evidence from the text.</p> <p>Advert Activate prior knowledge, raise questions, and find and note answers e.g. What do we know?</p>	<p>Recount With support, make thoughtful contributions to discussions about texts in group situations, e.g. pairs, guided groups.</p> <p>Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Pose questions following reading non-fiction texts to deepen understanding.</p>

<p>Sequence the main events in stories using prompts. Discuss in a small group.</p> <p>Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</p> <p>Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what and where questions.</p>	<p>Recognise the use of repetitive language within a story.</p> <p>Draw inferences about the key events and characters from the text.</p> <p>Make predictions based on what has been read so far and give reasons.</p>	<p>Draw inferences about characters and events referring to evidence from the text.</p>	<p>sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Narrative</p> <p>Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</p> <p>Make thoughtful contributions to discussions about texts in different group situations, e.g. pairs, guided groups, whole class.</p>	<p>What do we want to know? What have we learned?</p> <p>Locate specific information in order to answer questions from a selection of non-fiction texts.</p>	<p>Poetry</p> <p>Learn to recite a poem out loud to a large group/ whole class.</p> <p>Choose favourite words and phrases from a text and give detailed reasons why.</p>
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Spellings (Spelling Shed - Scheme of Work)

<p>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</p> <p>Words with the /k/ sound spelled 'k' and 'nk' spelling pattern</p> <p>Words with the 'tch' trigraph</p> <p>Adding '-s' and '-es' to make plurals</p> <p>Adding the suffixes '-ing' and '-ed'</p> <p>Adding the prefix 'un-' and the suffixes '-er' and '-est'</p> <p>Compound words and words with unstressed vowels</p>	<p>Words with the digraphs 'ai' and 'oi'</p> <p>Words with the digraphs 'ay' and 'oy'</p> <p>Words with the split digraph 'a_e'</p> <p>Words with the split digraph 'e_e'</p> <p>Words with the split digraph 'i_e'</p> <p>Words with the split digraph 'o_e'</p>	<p>Words with the split digraph 'u_e'</p> <p>Words with the digraph 'ar'</p> <p>Words with the digraph 'ee'</p> <p>Words where the digraph 'ea' makes an /ee/ sound</p> <p>Words where the digraph 'ea' makes an /e/ sound</p> <p>Words where the digraph 'er' is stressed</p>	<p>Words where the digraph 'er' is unstressed</p> <p>Words with the digraphs 'ir' and 'ur'</p> <p>Words where the digraph 'oo' makes an /oo/ sound</p> <p>Words where the digraph 'oo' makes an /u/ sound</p> <p>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p>	<p>Words where the digraph 'ou' makes an /ow/ sound</p> <p>Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p> <p>Words ending in 'y' /ee/ and 've' /v/</p> <p>Words with the digraphs 'ue' and 'ew'</p> <p>Words where the digraph 'ie' makes an /igh/ sound</p> <p>Words where 'ie' makes an /ee/ sound</p>	<p>Words with the trigraph 'igh'</p> <p>Words with the digraph 'or' and the trigraph 'ore'</p> <p>Words where the digraphs 'aw' and 'au' make an /or/ sound</p> <p>Words with the trigraphs 'air' and 'ear'</p> <p>Words where the trigraphs 'ear' and 'are' make an /air/ sound</p> <p>Words with the digraphs 'ph' and 'wh'</p>
<p>Words where 'dge' makes a /j/ sound</p> <p>Words where 'ge' makes a /j/ sound</p> <p>Words where 'g' makes a /j/ sound</p> <p>Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>Challenge Words</p> <p>Words where 'wr' makes a /r/ sound at the beginning of words</p>	<p>Words ending in 'le'</p> <p>Words ending in 'el'</p> <p>Words ending in 'al'</p> <p>Words ending in 'il'</p> <p>Challenge Words</p> <p>Words where 'y' makes an /igh/ sound</p>	<p>Words where '-es' is added to words ending in 'y'</p> <p>Words where '-ed' is added to words ending in 'y'</p> <p>Words where '-er' and '-est' are added to words ending in 'y'</p> <p>Words where '-ing' is added to words ending in 'e'</p> <p>Challenge Words</p> <p>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p>	<p>Words where '-ing' is added to single syllable words</p> <p>Words where '-ed' is added to single syllable words</p> <p>Words where 'a' makes an /or/ sound</p> <p>Words where 'o' makes an /u/ sound</p> <p>Challenge Words</p>	<p>Words where the digraph 'ey' makes an /ee/ sound</p> <p>Words where 'a' makes an /o/ sound</p> <p>Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>Words where 'si' and 's' makes an /zh/ sound</p> <p>Words ending in '-ment' and '-ness'</p> <p>Words ending in '-ful' and '-less'</p>	<p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words ending in '-tion'</p> <p>Words with an apostrophe for contraction</p> <p>Words with an apostrophe for possession</p> <p>Challenge Words</p>

Phonic focus

Read Write In. Phonics systematic synthetic phonics programme



Continuous practise of:
 Red words- Words that are not easily decodable and challenge words to extend children’s vocabulary.
 Green words- Words that are linked to the sounds they have been learning and are easily decodable.
 Real and Nonsense words- As well as reading and blending real words children will have to apply their sound recognition skills on reading ‘Nonsense words’.

ay	or	a-e	are	ew	Recap and consolidation of Set 2 and 3 sounds to exit programme.
ee	air	e-e	ur	ire	
igh	ir	i-e	er	ear	
ow	ou	o-e	ow	ure	
oo	oy	u-e	ai	tion	
oo	ea	aw	oa	cious	
ar	oi			tious	

Maths
 (NCTEM primary mastery professional development resources & White Rose resources to support lesson planning & CPD development)

<p>Y1 Place value: Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line Addition and subtraction Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together</p>	<p>Addition and subtraction Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p>Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Place Value (within 20) Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20</p> <p>Addition and subtraction (within 20) Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Step 10 Missing number problems</p>	<p>Place Value (within 50) Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p> <p>Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres Mass and volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>	<p>Multiplication and division Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p>Fractions Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity</p>	<p>Position and direction Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers</p> <p>Money Unitising Recognise coins Recognise notes Count in coins</p> <p>Time Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour</p>
<p>Y2 Place value: Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones</p>	<p>Addition and subtraction Add across a 10 Subtract across 10 Subtract from a 10</p>	<p>Money Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence</p>	<p>Multiplication and division (cont.) Length and Height</p>	<p>Fractions Introduction to parts and whole Equal and unequal parts</p>	<p>Position and direction Language of position Describe movement Describe turns</p>



<p>Use a place value chart Step 5 Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Addition and subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10</p>	<p>Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Shape Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes</p>	<p>Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems</p> <p>Multiplication and division Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2 Doubling and halving Odd and even numbers The 10 times-table Divide by 10 The 5 times-table Divide by 5</p>	<p>Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p>Mass and Volume Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity</p>	<p>Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p> <p>Statistics Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10)</p>	<p>Describe movement and turns Shape patterns with turns</p> <p>Time O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day</p>
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Science: Developing Experts Year 1&2 Curriculum Map - Cycle A

Working Scientifically:

Autumn

Y1 Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Observe closely, using simple equipment. Y2 Make and record observations and simple comparisons. Think about what is expected to happen. Decide whether the results support the prediction.

Spring

Y1 Perform simple tests. Gather and record data to help in answering questions. Y2 Turn ideas into questions that can be investigated. Present results. Explain what has been found out.

Summer

Y1 Use observations and ideas to suggest answers to questions. Y2 Present information in charts and tables. Decide whether a test was fair. Use results to draw conclusions.

Seasonal Change (over the year through beach school and outdoor learning opportunities) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **Focus text:** Seasons – Hannah Pang. Questions to investigate: Does everywhere in the world have four seasons? How does the oak tree change over the years?



<p>Y1 - Everyday materials - Exploring everyday materials Identify and name a variety of everyday materials. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material it is made from Distinguish between an object and the material it is made from. Describe the properties of everyday materials. Identify objects that are natural and those that are man made. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Predict and identify if an object will float or sink, Explore which materials are best for different objects. Describe the simple physical properties of a variety of everyday materials</p>	<p>Y2 - Animals, including humans 1 - Growth Describe the needs of animals for survival. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the needs of humans for survival. Explore the importance of eating the right food. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene . Describe what a healthy, balanced diet looks like. Investigate the impact of exercise on our bodies. Investigate the importance of hygiene.</p>	<p>Y2 Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitats. Understand a food chain. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Understand the journey food makes from the farm to the supermarket. Identify and name different sources of food.</p>	<p>Y1 Animals, including humans 1 - All about me Discover the basic parts of the human body. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn about eyes and sight Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn about ears and hearing. Explore the tongue and taste. Explore the sense of touch. Discover how your nose smells.</p>	<p>Y2 Living things and their habitats - Habitats from around the world Learn about habitats: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Appreciate that environments are constantly changing. Explore the rainforest and its problems. Describe life in the ocean. Discover the Arctic and Antarctic habitat. Identify and name a variety of plants and animals in their habitats, including microhabitats. Create a model of a habitat</p>	<p>Y2 Plants Know the difference between seeds and bulbs Observe and describe how seeds and bulbs grow into mature plants. Design an experiment to find out what plants need to grow. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Describe what plants need to grow and stay healthy. Describe the life cycle of a plant. Observe and record the growth of plants over time. Understand that plants adapt to suit their environment.</p>
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Computing (Using School360 to deliver The NCCE Computing Curriculum KS1 Schemes of work)

<p>Year 1 Unit 1.1 Computing systems and networks – Technology around us Develop an understanding of technology and how it can help. Become familiar with the different components of a computer by developing their keyboard and mouse skills, and start to consider how to use technology responsibly. E-Safety: Follow safer internet rules. Understand personal information shouldn't be shared online. Know how to act if they find inappropriate content online. Understand term, web address.</p>	<p>Unit 1.2 Creating Media – Digital Painting Use a paint-like tool to create art. Purposely using a range of tools. Explore digital art and creative tools. Create own paintings, whilst getting inspiration from a range of other artists. Consider preferences when painting with, and without, the use of digital devices.</p>	<p>Unit 1.3 Creating Media – Digital writing Use a computer to create and change text. Familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing; consider the differences between using a computer and writing on paper to create text.</p>	<p>Unit 1.4 Data and information – Grouping data Introduce data and information. Use labels to put objects into groups, and labelling these groups. Begin to sort objects into different groups, based on their properties. Use their ability to sort objects into different groups to answer questions about data.</p>	<p>Unit 1.5 Programming A – Moving a robot Introduce early programming concepts using floor robots. Short algorithms and programs</p>	<p>Unit 1.6 Programming B – Introduction to animation Introduce children to on screen programming through Scratch Jr. Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify and create programs.</p>
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<p>Year 2 Unit 2.1 – Computing systems and networks – information technology around us How is information technology being used for good in our lives? Initial focus on IT in the home, explore how IT benefits society in places such as shops, libraries and hospitals. Discuss the responsible use of technology and how to make smart choices when using it. E-Safety: Follow safer internet rules. Understand personal information shouldn't be shared online. Know how to act if they find inappropriate content online. Understand term, web address. Evaluate websites</p>		<p>Unit 2.3 – Creating media – making music Explore how music can make them think and feel. Make patterns and use those patterns to make music with both percussion instruments and digital tools. Create different rhythms and tunes, using the movement of animas for inspiration. Share creations and compare creating music digitally and non-digitally.</p>	<p>Unit 2.4 Data and information – Pictograms Introduce the term 'data'. Begin to understand what data means and how this can be collected in the form of a tally chart. Learn the term 'attribute' and use this to help them organise data. Progress onto presenting data in the form of pictograms and block diagrams. Use data presented to answer questions.</p>	<p>Unit 2.5 – Programming A Robot Algorithms Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming. Develop artwork and test it for use in a program. Design algorithms and test those algorithms as programs and debug them.</p>	<p>Unit 2.6 Programming B – An introduction to quizzes Begin to understand that sequences of commands have an outcome and make predictions based on their learning. Use and modify designs to create their own quiz questions.</p>
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RE

Northumberland Agreed Syllabus 2022 – 2027 The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>1.2 Creation: Who Made the World? & Harvest Who do Christians say made the world? (Creation) Make sense of belief: Retell the story of creation from Genesis 1:1 – 2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Understand the impact: Give a least one example of what Christians do to say 'thank you' to God for Creation. Make connections: Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the</p>	<p>1:10 What does it mean to belong to a faith community? Make sense of belief: Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think in good about being in a community, for people in faith communities</p>	<p>1:1 God: What do Christians believe God is Like? Make sense of belief: Identify what a parable is. Tell the story of the Lost Son from the Bible and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship. Make connections: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>1:7 Who is Jewish and how do they live? (Part 1) Who is Jewish and how do they live? (God/Torah/the people) Double unit. Make sense of belief: Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Make connections: Talk about what they think is good about reflecting, thanking praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising, remembering have something to say to them too.</p>	<p>1:7 Who is Jewish and how do they live (Part 2)</p>	<p>1:9 How should we care for the world and for others, and why does it matter? Make sense of belief: Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. Understand the impact: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world. Make connections: Think, talk and ask questions about what difference believing in God makes to how</p>
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Jewish/Christian story and the world they live in.	and for themselves, giving a good reason for their ideas.	Give a reason for the ideas they have and the connections they make.		people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
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History & Geography

Whole-school definition of history: History is the study of the past, in particular the changes over time that have occurred within human society.

Whole school definition of geography: Geography is the study of places and the relationships between people and their environments.

<p>History of transport (Y1) Overarching enquiry question: What is transport, and how has it changed over time? Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval). Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use. Know that people travel for different reasons; to get to work, for leisure and to migrate (i.e. to move to live in a different place). Know that these different modes of transport were not all invented at the same time; use the timeline to recognise the order in which certain modes of transport were invented. Know and use the words “before”, “after”, “earlier”, “later”, and “in (year)” to describe when these modes of transport were invented. Know that people first learned to ride horses as a mode of transport. Know that Yuri Gagarin from Russia was the first man to fly in space in 1961. Know that Neil Armstrong was the first man to step on the moon in 1969.</p>	<p>Geography Continents of the World, and the Animals That Live There (Y1) Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean (retrieval). Know the names of the seven continents and name on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica. Know the location of the North and South Poles and know that they are the cold parts of the Earth. Know that there is one global ocean that is often divided into five distinct oceans and locate them on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean. Know that seas are smaller bodies of water than oceans. Know that different animals can survive in different places because they are adapted to the different climate of the area and sometimes the different vegetation that grows there. Know that an endangered species is one that is threatened by extinction.</p>	<p>History of shopping (Within Living Memory) (Y1) Overarching enquiry questions: What is shopping, and how has it changed over time? Know that the time before now is called the past. Know that history is the study of the past, in particular the changes over time that have occurred within human society. Know that people haven't always shopped online; know that when parents/grandparents/carers were young children, people did not shop online and did almost all of their shopping in person. Know that how we pay for shopping has changes since their parents/grandparents/care rs were young children. Know that the way people transport what they buy from shops has changed.</p>	<p>History of Nursing (Y2) Overarching enquiry questions: What is nursing, and what famous nurses have lived in Britain? Know that people sometimes need medical care when they are not well or when they have been injured. Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but now modern science ensure that sensible treatments are used to help people get better. Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people's lives. Know that Florence Nightingale is a famous person from history who had a significant impact on nursing. Know that Nightingale cared for soldiers and gained the nickname 'the lady of the lamp'. Know that Mary Seccole is a famous person from history who had a significant impact on nursing. Know that Mary Seccole is remembered as an inspiring role model. Know that Edith Cavell is a famous person from history who had a significant impact on nursing. Know that the lives of Florence Nightingale, Mary Seccole and Edith Cavell have similarities and differences.</p>	<p>Geography Food and Farming (Y2) Know that geography is the study of places and the relationships between people and their environments. Recognise the names of seven continents and name on a world map and globe (as a class using a labelled map/ globe): Europe, North America, South America, Africa, Asia, Australia and Antarctica. Know the location of the North and South Poles and know that they are the cold parts of the Earth. Know that many animals have their offspring in the spring so that they have as long as possible in the warm to grow, ready for their first winter when it is hardest to find food and survive. Know that farms and fields are human features, and vegetation is a physical feature. Know that a farm is a place where plants are grown for food and animals kept for other things such as wool from sheep. Some farms only grow plants and some farms only keep animals and some do both. Recognise farms, fields and vegetation in photographs (including aerial photographs). Know that the methods used for growing crops are called agriculture. Know that crops are plants such as wheat or potatoes that are planted by the farmer in fields to make food that they then sell to other people. Understand the concept of harvest as a gathering in of many crops once they have ripened as the summer ends. Recognise photographs of farms and fields before and after the harvest. Know that our food is grown or raised on farms and that we eat food that is grown in different parts of the world. Know that food is transported to and from all over the</p>	<p>Geography Where We Live – Alnmouth and Alnwick (Y1) Know that geography is the study of places and the relationships between people and their environments. Know that our school is in Lesbury, near Alnmouth and Alnwick, an area in Northumberland, which is in England in the United Kingdom and the continent of Europe. Know that in the world there are things that are made by people and these are called human features. Know that in the world there are things that are not made by people and these are called physical features. Know that farms and fields are human features, and vegetation is a physical feature. Understand that a school is a human feature, as it has been made by people. Enquiry question: What is it like near our school? Know that the United Kingdom is a country that is in the continent of Europe, and locate the UK on a map of the world and a globe. Know that the UK is made up of four smaller countries: England, Wales, Scotland and Northern Ireland. Know that London is the capital city of England. Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. Know how to locate these bodies of water on a labelled map. Know that the Union Jack</p>
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				world, mostly via boats and lorries, though other forms of transportation are also used.	(also known as the Union Flag) is the national flag of the UK.
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Art & Design + Design & Technology (KAPOW Primary Mixed Class Planning Art & Design + Design and Technology)

<p>Mechanisms: Wheels and axles <i>To understand how wheels move. To identify what stops wheels from turning. To design a moving vehicle. To build a moving vehicle.</i> Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.</p>	<p>Craft: Woven wonders <i>To know that art can be made in different ways. To choose, measure, arrange and fix materials. To explore plaiting, threading and knotting techniques. To learn how to weave. To combine techniques in a woven artwork.</i> Give an opinion about whether an activity counts as 'art'. Listen attentively to a visitor describing their creative interests. Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. Adjust their wrapping technique if something doesn't work well. Show that they are selecting colours thoughtfully. Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. Show resilience and keep going when things don't go right the first time. Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). Weave with paper, achieving a mostly accurate pattern of alternating strips. Describe their own weaving and compare it to Vicuña's artwork. Attach things securely to their box loom. Remember the process needed for weaving and attach some elements in this way. Discuss the choices they make and what they like.</p> <p>Seasonal art and crafts</p>	<p>Structures: Baby bear's chair <i>To explore the concept and features of structures and the stability of different shapes. To understand that the shape of the structure affects its strength. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability.</i> Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.</p>	<p>Painting and mixed media: Life in colour <i>To develop knowledge of colour mixing. To know how texture can be created with paint. To use paint to explore texture and pattern. To evaluate and improve artwork.</i> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</p> <p>Seasonal art and craft</p>	<p>Mechanisms: Making a moving monster <i>To look at objects and understand how they move. To look at objects and understand how they move. To explore different design options. To make a moving monster.</i> Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p>	<p>Craft and design: Map it out <i>To investigate maps as a stimulus for drawing. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.</i> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks in the class gallery.</p>
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Music

Charanga Music School English Model Music Curriculum Scheme v2 & listening to range of music in class and singing assemblies.

Y2 Unit 1: Pulse, rhythm and pitch Social question: How does music help us to make friends?	Unit 2: Playing in an Orchestra Social question: How does music teach us about the past?	Unit 3: Inventing musical story Social question: How does music make the world a better place?	Unit 4: Recognising different sounds Social question: How does music teach us about our neighbourhood?	Unit 5: Exploring improvisation Social question: How does music make us happy?	Unit 6: Our big concert Social question: How does music teach us about looking after our planet?
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PE



Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

OAA (Outdoor and Adventurous Activities) & Healthy Lifestyles (cross curricular links Science, Science week, DT, Beach School, Outdoor Learning Days & Yoga Bugs)

OAA:

Y1 Begin to develop listening skills. Start to create simple body shapes. Begin to listen to instructions from a partner/adult, think activities through and problem solve. Begins to discuss and work with others in a group. Starts to demonstrate an understanding of how to stay safe.

Y2 Begin to develop listening skills. Start to create simple body shapes. Begin to listen to instructions from a partner/adult, think activities through and problem solve. Begins to discuss and work with others in a group. Start to demonstrate an understanding of how to stay safe

KS1 Healthy Lifestyles: Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle.

Modified Team Games	Multi Skills	Attacking and Defending Invasion Games	Modified Team Games	Problem Solving and Challenge Games	Athletics & Fitness
<p>Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Y1 & Y2 Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination. Begin to apply these in a range of activities. Beginning to perform a range of throws. Receives a ball with basic control. Beginning to develop hand eye coordination. Participates in simple games</p>	<p>Participate in team games, developing simple tactics for attacking and defending. Y1 & Y2 Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending</p>	<p>Striking and Hitting a ball: Use hitting skills in a game. Practise basic striking, sending and receiving. Throwing and Catching: Throw underarm and overarm (including throwing to a target) Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>Move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others.</p>	<p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination. Y1 Run at different speeds. Jump from a standing position. Perform a variety of throws with basic control. Y2 Change speed and direction whilst running. Jump from a standing position with accuracy. Performs a variety of throws with control and coordination. Preparation for shot put and javelin. Use equipment safely.</p>
<p>Gymnastics Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Y1 Copies and explores basic movements with some control and coordination. Perform different body shapes. Performs at different levels. Perform 2 footed jumps. Use equipment safely. Balance with some control Link 2-3 simple movements. Y2 Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Links movements together to create a sequence.</p>	<p>Dance Be able to link and perform a series of movements based on an imaginary character; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination. Perform dances using simple movement patterns. Y1 Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to range of stimuli. Y2 Copies and explores basic movements with clear control. Varies levels and speed in sequence. Varies the size of their body shapes. Add change of direction to a sequence. Uses the space well and negotiates space clearly. Describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.</p>	<p>Attacking and Defending: Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Tactics and Rules: Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Compete/Perform: Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Travelling with a Ball: Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Passing a Ball: Pass the ball to another player in a game. Use kicking skills in a game. Using Space: Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>	<p>Cricket Develop fundamental movement skills, become increasingly competent and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending. Y1 Rolling and stopping a ball with one/two hands. Throw and catch a ball with same control. Bowl underarm towards a target. Y2 Roll and stop a ball with control/accuracy. Throw underarm with some accuracy and catch a ball.</p>	<p>Cricket Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending. Y1 Rolling and stopping a ball with one/two hands. Throw and catch a ball with same control. Bowl underarm towards a target. Y2 Roll and stop a ball with control/accuracy.</p>



		Engage in competitive activities and team games. Evaluate: Watch and describe performances. Begin to say how they could improve.		Bowl underarm towards a target with control and accuracy. Play a modified game encouraging teamwork and fielding.	Throw underarm with some accuracy and catch a ball. Bowl underarm towards a target with control and accuracy. Play a modified game encouraging teamwork and fielding.
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PHSE & RSE

Three core themes: Health and Wellbeing, Relationships and Living in the Wider World (PSHE Association resources Question-based model)

Relationships	Relationships	Health & wellbeing	Health & wellbeing	Living in the wider world	Living in the wider world
<p>Key Question: What is the same and different about us?</p> <p>Relationships Ourselves and others; similarities and differences; individuality; our bodies: What they like/dislike and are good at. What makes them special and how everyone has different strengths; How their personal features or qualities are unique to them. How they are similar or different to others, and what they have in common. To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</p>	<p>Key Question: What is bullying?</p> <p>Relationships Behaviour; bullying; words and actions; respect for others: How words and actions can affect how people feel. How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. How to respond if this happens in different situations. How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</p>	<p>Key Question: Who helps to keep us safe?</p> <p>Keeping safe; people who help us: That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people. Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? How to respond safely to adults they don't know. What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p>	<p>Key Question: What helps us stay healthy?</p> <p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health: What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor). That things people put into or onto their bodies can affect how they feel. How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</p>	<p>Key Question: What jobs do people do?</p> <p>Living in the wider world People and jobs; money; role of the internet: How jobs help people earn money to pay for things they need and want. About a range of different jobs, including those done by people they know or people who work in their community; How people have different strengths and interests that enable them to do different jobs. How people use the internet and digital devices in their jobs and everyday life.</p>	<p>Key Question: How can we look after each other and the world?</p> <p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing: How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. The responsibilities they have in and out of the classroom. How people and animals need to be looked after and cared for. What can harm the local and global environment; how they and others can help care for it. How people grow and change and how people's needs change as they grow from young to old. How to manage change when moving to a new class/year group.</p>

<p>British Values: Mutual Respect, Tolerance and Diversity Everyone is special Welcome to our class Core texts: We are Britain! By <i>Benjamin Zephaniah</i> We are all born free by Amnesty International</p>	<p>British Values: Democracy We all have a voice Making it fair Core Text: The Election by Eleanor Levenson</p>	<p>British Values: Rule of Law Living together and getting along (The Little Red Hen Living together and getting along (My role and the role of others in society) Living together and getting along (What are the rules?) Core Text: Mr Creep the Crook by Allan Ahlberg</p>	<p>British Values: Individual Liberty How do I feel? Only one you My many coloured day Core text: What makes me a me? by Ben Faulks</p>
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Visits and Visitors



Outdoor Learning Day Beach School Harvest Beamish Outdoor Museum	Beach School Christmas Performance Alwick Playhouse Christmas Theatre Northumberland Zoo		Beach School Class Assembly	Beach School Farm Visit	Beach School Sports Day Glendale Children's Country Show
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