

KS1 Curriculum Overview 2022 – 2023 Cycle A

Topics Themes

Where We Live <i>Community & Ambition: To develop a sense of pride and respect for others and themselves.</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>	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>	Dream to Change the World (whole school project) & 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>	Transport <i>Adventure: Experiences to develop imagination and manage real risks.</i>
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Core texts

The Very Hungry Caterpillar All Are Welcome Ben's Magic Telescope	The Three Little Pigs Little Red Riding Hood	Poles Apart Here We Are	Dream to Change the World Jump up (a story of carnival)	The Secret Sky Garden	What We'll Build How Big Are Your Worries Little Bear
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Texts to be shared:

The Pirate Next Door Pirate Mums Not Now Bernard Someone Swallowed Stanley Sally and the Limpet The Snail and the Whale Caterpillar Cake (Poems) Smelly Jelly and Smelly Fish	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	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	Milo's Imagining the World 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 Tom and the Island of Dinosaurs The Hundred Decker Bus Who Sank the Boat? Emma Jane Aeroplane The Hodgeheg Oi Dog The Gruffalo
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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 National Poetry Day - Poems	Explanation Text Structure & sequence non-fiction Traditional Tales Opening – build up Develop character description (verbs & adjectives).	Informal Letter Writing for a clear purpose Use of different punctuation & improving vocab. Narrative Opening – build up – problem Apply setting & character. World Book Day	Narrative Problem – solution/ending Focus on developing & adding detail Advert Purpose further developed & embedded. Use of questions & exclamations.	Non- Chronological report Present facts & group information in structure (use of headings). Narrative Opening – build up – problem – solution – ending. Applications of parts taught previous.	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>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>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>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.</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</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'.</p> <p>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</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.</p>
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		I like my story because...	sentences to write short non-fiction texts, e.g. Information text, postcard, instructions.	of verbs and adjectives. Discuss their writing with adults, saying what they like about it, e.g. my favourite word is...	Read aloud their writing audibly to adults and peers.
<p>Description Discuss the language needed.</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</p>	<p>Explanation Text Use present tense accurately and consistently for non-chronological 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>Traditional Tales Generate, select and effectively use adjectives.</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-</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>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>Narrative Write narratives about personal experiences and those of others (real and fictional).</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</p>	<p>Non-Chronological Report 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</p>	<p>Recount Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.</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>

because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat. Use past tense accurately and consistently for narratives, recounts and historical reports.	ordination). Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas. Identify purpose and audience for writing. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.	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.	consistently for persuasive adverts. Use commas to separate items in a list. Identify purpose for writing.	make it even better. Generate, select and effectively use adverbs. Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll. Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.	Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.
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Reading Focus:

<p>Word reading: Apply phonic knowledge and skills as the route to decode words.</p> <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. Demonstrate understanding of texts by answering questions related to who and what. Discuss the main events in stories.</p>	<p>Word reading: Read common exception words, noting tricky parts.</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. Give opinions about books, stories and poems. Demonstrate understanding of texts by answering questions related to where and when. Recall information from non-</p>	<p>Word reading: 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. 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. Develop and demonstrate their understanding of characters and events through role play and drama.</p>	<p>Word reading: 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. 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. Give opinions and, when prompted, support with reasons.</p>	<p>Word reading: 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. Enjoy and recite rhymes and poems and express preferences.</p> <p>Understanding books: Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama. Identify, discuss and sequence the main events in stories.</p>	<p>Word reading: 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 some detail. 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. Develop and demonstrate their understanding of characters and events drawing on language from the text. Give opinions and support with reasons e.g. because...</p>
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<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>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>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>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>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>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 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>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>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>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>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>Draw inferences about characters and events referring to evidence from the text.</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? 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>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. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Narrative 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>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>Poetry 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>

Spelling Focus:

<p>The /f/ sound spelled ff usually following a single vowel.</p> <p>The /l/ sound spelled a 'll' and usually comes straight after a single vowel in short words.</p> <p>The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words.</p> <p>The z sound spelled 'zz' usually comes straight after a single vowel in short words.</p> <p>The /ck/ sound.</p> <p>The /nk/ sound found at the end of words.</p> <p>The spelling rule -tch</p>	<p>The /v/ sound at the end of words.</p> <p>Adding s and es to words (plurals).</p> <p>Adding the endings -ing and -ed to verbs.</p> <p>Adding -er and -est to adjectives.</p> <p>The /ai/ and /oi/ digraphs. The ay and oy digraphs.</p> <p>The long vowel sound /a/ spelled with the split digraph a-e.</p>	<p>The long vowel sound /e/ spelled with the split digraph e-e.</p> <p>The long vowel sound /i/ spelled with a split digraph i-e.</p> <p>The long vowel sound /o/ spelled with the split digraph o_e.</p> <p>The long vowel /oo/ and /yoo/ sounds spelled as u-e.</p> <p>The /ar/ consonant digraph.</p> <p>Long vowel sound /e/ spelled ee.</p>	<p>The long vowel sound /e/ spelled ea.</p> <p>The short vowel sound /e/ spelled ea.</p> <p>The vowel digraph er (stressed sound).</p> <p>The vowel digraph er (unstressed sound).</p> <p>The digraphs ir and ur</p>	<p>The long vowel sound /oo/ as in zoo and the short vowel sound 'oo' as in foot.</p> <p>The 'oa' digraph.</p> <p>The 'ou' digraph.</p> <p>The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'</p> <p>The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew.</p> <p>The digraph 'ie' making the /ai / sound as in pie.</p> <p>The digraph 'ie' making the /ee/ sound.</p>	<p>The long vowel sound /i/ spelled 'igh.'</p> <p>The /or/ sound. The vowel digraph 'or' and trigraph 'ore.'</p> <p>The /or/ sound spelled with the digraph aw or au.</p> <p>The /er/ sound spelled 'air.'</p> <p>The trigraph 'ear' as in hear.</p> <p>The /er/ sound spelled with 'ear' or 'are'.</p> <p>Words with 'ph' or 'wh' spellings.</p>
<p>The /j/ sound spelled -dge at the end of words.</p> <p>The /j/ sound spelled -ge at the end of words.</p> <p>The /j/ sound spelled with a g.</p> <p>The /s/ sound spelled c before e, i and y.</p> <p>The /n/ sound spelled kn and gnat the beginning of words. Challenge Words. The /r/ sound spelled 'wr' at the beginning of words.</p>	<p>The /l/ or /ul/ sound spelled -le at the end of words.</p> <p>The /l/ or /ul/ sound spelled '-el' at the end of words.</p> <p>The /l/ or /ul/ sound spelled '-al' at the end of words.</p> <p>Words ending in '-il.'</p> <p>Challenge Words.</p> <p>The long vowel 'i' spelled with a y at the end of words.</p> <p>Adding '-es' to nouns and verbs ending in 'y.'</p>	<p>Adding '-ed' to words ending in y. The y is changed to an i.</p> <p>Adding '-er' to words ending in y. The y is changed to an i.</p> <p>Adding 'ing' to words ending in 'e' with a consonant before it.</p> <p>Challenge Words.</p> <p>Adding 'er' to words ending in 'e' with a consonant before it.</p> <p>Adding '-ing' to words of one syllable.</p>	<p>Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</p> <p>The 'or' sound spelled 'a' before ll and ll.</p> <p>The short vowel sound 'o.'</p> <p>Challenge Words.</p> <p>The /ee/ sound spelled '-ey'.</p>	<p>Words with the spelling 'a' after w and qu.</p> <p>The /er/ sound spelled with o or ar.</p> <p>The /z/ sound spelled s.</p> <p>The suffixes '-ment' and '-ness'.</p> <p>The suffixes '-ful' and '-less'.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>Words ending in '-tion.</p> <p>Contractions –the apostrophe shows where a letter or letters would be if the words were written in full.</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

Y1 Place value Count, read and write numbers from any number. Sort, count and represent objects. Compare and order numbers. Addition and subtraction Write addition and subtraction calculations (using part-whole model). Number bonds to 10. Geometry (Shape) Recognise and name 2D and 3D shapes. Patterns with 2D and 3D shapes. Measurement (Length/ Height/ Mass) Compare mass. Measure weight. Compare length and height. Measure length. Multiplication and division To double numbers. To count in tens and twos.	Measurement (Money) Recognise coins. Counting in coins. Fractions of shapes Find a half. Find a quarter. Addition and subtraction Find and make number bonds. Add a two digit and one digit number. Subtract a one digit from a two-digit number. Measurement (Time) Dates. Sequence events in time order. Statistics Count information. Construct a pictogram.	Place value Write numbers in words. Tens and ones. Addition and subtraction Add a multiple of ten. Subtract a multiple of ten. Related addition and subtraction calculations. Measurement (Length/ Height, Mass, Temperature in OC) Measure lengths using cm. Measure weight. Problem solve by measuring weight. Multiplication and division Make equal groups. Count equal groups. Geometry (Properties of shape) Sort 2D shapes. Describe 3D shape properties. Sort 3D shapes. To use positional direction and language.	Measurement (Money) Add and combine amounts of money. Subtract money totals. Fractions of numbers Find a half. Find a quarter. Statistics Interpret a pictogram. Construct a block graph. Addition and subtraction Represent and use number bonds and related subtraction facts within 20. Solve missing number problems. Measurement (Time) Tell the time to the o'clock and half past. Write the time.	Place Value Partition and represent two-digit numbers. Compare two numbers using and =. Addition and subtraction Solve one-step problems that involve addition and subtraction. Solve addition and subtraction word problems. Multiplication and division Make equal groups for sharing. Make arrays. Geometry (Shape) Solve 2D shape puzzles. Describe simple patterns and relationships (involving numbers and shapes). Geometry (Position and Direction) Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Measurement (Money) Solve problems by adding money together. Solve problems to give change. Measurement (Capacity) Measure capacity. Compare capacity. Measurement (Time) Compare time. Use the language of time, including telling the time throughout the day. Addition and subtraction Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.
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<p>Y2 Place value Count, read and write numbers to 100 in numerals and words. Partition 2 digit numbers. Compare numbers using and = signs. Addition and subtraction Addition and subtraction to 20. Add three one-digit numbers. Bonds to 100 (tens). Add a two-digit and one digit number. Subtract a one-digit from a two-digit number. Geometry (Shape) Identify 2D shapes. Describe 2D shapes. Identify 3D shapes. Describe 3D shapes. Measurement (Length/ Height/ Mass) Estimate and measure length/height (m/cm). Estimate and measure mass (kg/g). Compare and order lengths and mass using >, < and =. Multiplication and division Odd and even numbers. Understand repeated addition as multiplication. Represent arrays as multiplication.</p>	<p>Measurement (Money) Count money. Make the same amount. Fractions of shapes and numbers Recognise and find fractions of shapes: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$. Recognise and find fractions of a number: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$. Addition and subtraction Add two two-digit numbers. Add by partitioning. Multiplication and division Make arrays. Divide by 2, 5 and 10. Measurement (Time) Tell the time the hour, half past the hour. Tell the time to quarter past/to the hour. Statistics Construct and interpret a tally chart. Construct and interpret a pictogram.</p>	<p>Place value Partition 2-digit numbers in different ways. Solve partitioning problems. Addition and subtraction Subtract on a blank number line. Bonds to 100 (tens and ones). Measurement (Length/ Height, Mass, Temperature in OC) Read the numbered divisions on a scale and interpret the divisions between them. Measure temperature. Multiplication and division Use arrays in multiplication and division and recall times tables. Recognise and use the inverse relationship. Geometry (Shape) Lines of symmetry. Identify 2D shapes on the surface of 3D shapes. Compare and sort 2D and 3D shapes.</p>	<p>Measurement (Money) Find the total. Find the difference. Equivalent Fractions Unit fractions. Non-unit fractions. Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. Statistics Construct block diagrams and simple tables, counting in 2s, 5s 10s. Interpret block diagrams and simple tables. Addition and subtraction Understand that halving is the inverse of doubling and vice versa. Add two, 2-digit numbers on a blank number line. Subtract a 2-digit number from a 2-digit number. Measurement (Time) Compare and sequence intervals of time. Tell and write the time to five minutes.</p>	<p>Place Value Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Identify, represent and estimate numbers on a number line. Recall the multiples of 10 below and above. Addition and subtraction Add and subtract numbers using written methods. Recognise and use the inverse relationship between addition and subtraction. Multiplication and division Calculate multiplication and division within the multiplication tables. Solve problems involving multiplication and division. Geometry (Shape) Draw lines and shapes using a straight edge. Position and Direction Describe movement and turns.</p>	<p>Measurement (Money) Find change to solve money problems. Solve money word problems using addition and subtraction. Measurement (Capacity) Estimate and measure capacity (litres/ml). Compare and order volume/capacity and record the results using >, < and =. Time Become fluent in telling the time on analogue clocks and recording it. Addition and subtraction Add two, 2-digit numbers by column addition without crossing tens boundary. Subtract two, 2-digit numbers by column subtraction without crossing tens boundary.</p>
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Science:

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 year?



<p>Shared texts: The Very Hungry Caterpillar - Erica Carle Questions to investigate: How do caterpillars change over time? What do caterpillars eat?</p>	<p>Shared texts: The Three Little Pigs Who Sank the Boat Questions to investigate: Why couldn't the wolf blow down the brick house? What material would you use to build a house? Is that a strong material? How could you test it? The Tin Forest – Helen Ward & Wayne Anderson Questions to investigate: What materials can be recycled or re-used? What are the properties of the metals/materials?</p>	<p>Shared texts: Amazing animal babies – Chris Packman. Questions to investigate: Do all animals look after their offspring? Which animals give birth to live young and which lay eggs? Which wild animals stay with their parents for the longest amount of time? Which for the shortest? Can you match the animal offspring to its parent?</p>	<p>Shared texts: See inside your body – Katie Daynes Questions to investigate: How does your body digest food? What happens when we breathe in? What are your 5 senses? How is blood transported around your body? Could you role-play this? What is the role of your kidneys?</p>	<p>Shared texts: The Tiny Seed –Erica Carle Questions to investigate: Do all seeds look the same? How can we sort them? How are seeds dispersed? What is the most effective shape for a seed that is dispersed by wind?</p>	<p>Focus texts: The Gruffalo – Julia Donaldson Questions to investigate: How can we classify the animals in the story? How would you classify the Gruffalo?</p>
<p>Key Scientists: Terry Nutkins (TV Presenter) Arthur Tansley (Botinist)</p>	<p>Key Scientists: Charles Mackintosh (Waterproof coat)</p>	<p>Key Scientists: Steve Irwin (Crocodile Hunter) Chris Packham (Animal Conservationist)</p>	<p>Key Scientists: Robert Winston (Human Scientist) Joe Wicks (Personal Trainer)</p>	<p>Key Scientists: Beatrix Potter (Author & Botanist) Agnes Arber (Botanist)</p>	<p>Key Scientists: Liz Bonnin (Conservationist)</p>
<p>Living things and their habitats (micro habitats) Identify that most living things live in habitats which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Key Questions: What animals live in our school environment? Why do animals and plants like to live in different places? How do seasons affect our animals and plants? Which animals hibernate and why? Why do snails hibernate, but slugs don't? How do habitats change over the school year? Comparative test: Which pets are the easiest to look after? Identify & Classify: How would you group these plants and animals based on what habitat you would find them in? Observation over time: How does the</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Key Questions: Which rocks are the least crumbly? Which materials absorb the most water? Which type of brick would be the easiest to drag to make a pyramid? Which material would be the strongest to use as a floor tile? Comparative test: Which materials are most flexible? Identify & Classify: We need to choose a material to make an umbrella. Which materials are waterproof? Observation over time: What happens to materials over time if we bury them in the ground? Pattern Seeking: Is there a pattern in the types of materials that are used to</p>	<p>Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Key Questions: What do animals eat? Do all animals eat the same food? Do all animals hunt? Why are animal's different colours and patterns? Comparative test: Do amphibians have more in common with reptiles of fish? Identify & Classify: How can we organise all the zoo animals? Observation over time: How does a tadpole change over time? Big Questions – Assessment Opportunity: What are animals like?</p>	<p>Animals including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Key Questions: Which of our senses is the most accurate at identifying food? How and why do we grow and change? Why are we all different heights? Comparative test: Is our sense of smell better when we can't see? Do bananas make us run faster? Identify & Classify: What are the names for all the parts of our bodies. Observation over time: How does my height change over the year? Pattern Seeking: Do you get better at smelling as you get</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants. Identify and name the roots, trunk, branches and leaves of trees. Key Questions: How do plants grow? What do plants need to grow? Do all plants need water? Are all plants green? Why do seeds look different Can plants grow as big in the spade? What is the biggest/smallest /smelliest plant? Comparative tests: Which tree has the biggest leaves? Identify & Classify: How can we sort the leaves that we collected on our walk? Observation over time: How does the oak tree change over the year? Pattern Seeking: Is there a pattern in where we find moss growing in the school grounds? Research: How did Beatrix Potter help our understanding of mushrooms and</p>	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Key Questions: Which animals hunt, and which animals are hunted? Why? How are animals and plants 'adapted' to live in their habitat? Comparative test: Is there the same level of light in the evergreen wood compared with the deciduous wood? Observation over time: How does the school pond change over the year? Identify & Classify: How would you group things to show which are living, dead, or never been alive? Research: How are the animals in Australia different to the ones that we find in Britain? Big Question – Assessment Opportunity: Why do different animals live in different places?</p>

<p>school pond change over the year?</p> <p>Pattern Seeking: What conditions do woodlice prefer to live in?</p> <p>Research: What ideas did botanist Arthur Tansley have about habitats in 1935?</p> <p>Big Question – Assessment Opportunity: Why do different animals live in different places?</p>	<p>make objects in a school?</p> <p>Research: How are bricks made? Which materials can be recycled?</p>		<p>older?</p> <p>Research: Do all animals have the same senses as humans?</p> <p>Big Question – Assessment: Do living things change or stay the same?</p>	<p>toadstools?</p> <p>Big Questions – Assessment Opportunity: How many types of plants are there?</p>	
<p>Living things and their habitats (micro habitats)</p> <p>Identify that most living things live in habitats 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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Key Questions: What animals live in our school environment? Why do animals and plants like to live in different places? How do seasons affect our animals and plants?</p> <p>Which animals hibernate and why? Why do snails hibernate, but slugs don't? How to habitats change over the school year?</p> <p>Comparative test: Which pets are the easiest to look after?</p> <p>Identify & Classify: How would you group these plants and animals based on what habitat you would find them in?</p> <p>Observation over time: How does the school pond change over the year?</p> <p>Pattern Seeking: What conditions do woodlice prefer to live in?</p> <p>Research: What ideas did botanist Arthur Tansley have about habitats in 1935?</p> <p>Big Question – Assessment Opportunity: Why do different animals live in different places?</p>	<p>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Key Questions: Which rocks are the least crumbly? Which materials absorb the most water? Which type of brick would be the easiest to drag to make a pyramid? Which material would be the strongest to use as a floor tile?</p> <p>Comparative test: Which material would be best for the roof of the little pig's house?</p> <p>Identify & Classify: Which materials will float and which will sink?</p> <p>Observation over time: How long do bubble bath bubbles last for?</p> <p>Pattern Seeking: How do materials change with heat?</p> <p>Research: How have materials we use changed over time?</p> <p>BIG Question – Assessment Opportunity: Can we change materials? How do we choose the best material?</p>	<p>Animals including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Know that animals, including humans, have offspring which grow into adults.</p> <p>Find out and describe the basic needs of animals (including humans), for survival (water, food and air).</p> <p>Key Questions: What do animals eat? Do all animals eat the same food? Do all animals hunt? Why are animal's different colours and patterns?</p> <p>Comparative test: Do amphibians have more in common with reptiles of fish?</p> <p>Identify & Classify: How can we organise all the zoo animals?</p> <p>Observation over time: How does a tadpole change over time?</p> <p>Big Questions – Assessment Opportunity: What are animals like?</p>	<p>Animals including Humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Key Questions: Which of our senses is the most accurate at identifying food? How and why do we grow and change? Why are we all different heights?</p> <p>Comparative test: Is our sense of smell better when we can't see? Do bananas make us run faster?</p> <p>Identify & Classify: What are the names for all the parts of our bodies.</p> <p>Observation over time: How does my height change over the year?</p> <p>Pattern Seeking: Do you get better at smelling as you get older?</p> <p>Research: What food do you need in a healthy diet and why?</p> <p>Big Question – Assessment: Do living things change or stay the same?</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Key Questions: Do cress produce seeds, how could we find out? Do all plants produce flowers and seeds?</p> <p>What is different between freshly cut and planted flowers? What are flowers for? What happens to a plant after it has produced seeds?</p> <p>Comparative test: Do cress seeds grow quicker inside or outside?</p> <p>Identify & Classify: How can we identify the trees we observed on our tree hunt?</p> <p>Observation over time: What happens to my bean after I have planted it?</p> <p>Pattern Seeking: Do bigger seeds grow into bigger plants?</p> <p>Research: How does a cactus survive in a desert with no water?</p> <p>BIG Question – Assessment Opportunity: What should I do to grow a healthy plant?</p>	<p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Key Questions: How do animals eat? Do all animals eat the same thing? Which animals hunt, and which animals are hunted? Why? How are animals and plants 'adapted' to live in their habitat?</p> <p>Comparative test: Is there the same level of light in the evergreen wood compared with the deciduous wood?</p> <p>Observation over time: How does the school pond change over the year?</p> <p>Research: How are the animals in Australia different to the ones that we find in Britain?</p> <p>Big Question – Assessment Opportunity: Why do different animals live in different places?</p>

Computing					
Technology Around Us Recognise technology is all around us. Begin to use keyboard and mouse. 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. Using Technology: Select the appropriate program by finding and retrieval through the school network. Use keyboard skills to type a simple username and password into a given program. Save work to a folder and retrieve it. Talk about new technology and control technology.	Digital Painting Use a paint-like tool to create art. Purposely using a range of tools. Communicating and Presenting Draw an on-screen image. Use the simple functions of a toolbar. Add images and clip art images. Cut copy and paste on to a document. Create basic presentations	Moving a robot Introduce early programming concepts using floor robots. Short algorithms and programs. Algorithm and Programming Create and follow instructions from each other developing computational thinking. Explore floor turtles/robots, combining sequences of instructions to follow a pattern or create a shape. Know that commands affect algorithms. Can explore a simulation and talk about what happens and why.	Digital Photographs Use a camera or tablet to take photographs to tell a story. Image composition, quality etc. Book Creator – Create simple books	Introduction to Animation Introduce children to on screen programming through Scratch Jr.	Pictograms/Bar charts Data collection as tally charts. Introduce attributes to organise data. Presenting data graphically as pictograms. Data Retrieving and Organising: Enter information into a graph/chart and answer questions. Produce graphs/charts using a School 360 program.

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.					
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 Jewish/Christian story and the world they live in.	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	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. Give a reason for the ideas they	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.	1:7 Who is Jewish and how do they live? (Part 2) 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.	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



	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 and for themselves, giving a good reason for their ideas.	have and the connections they make.		look after the natural world. Make connections: Think, talk and ask questions about what difference believing in God makes to how 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

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

	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/carers were young children. Know that the way people transport what they buy from shops has changed.		(Whole School Project) 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 Seale is a famous person from history who had a significant impact on nursing. Know that Mary Seale 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 Seale and Edith Cavell have similarities and differences.		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.
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Geography

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

<p>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.</p> <p>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 (also known as the Union Flag) is the national flag of the UK.</p>		<p>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>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 world, mostly via boats and lorries, though other forms of transportation are also used.</p>	
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Art & Design					
Collage Artist: Henri Matisse Collage of local area (seaside) & Eric Carle 'The Very Hungry Caterpillar'. Link: Geography - My School in the Local Community & Micro-habitats. Use repeating patterns in my collage. Choose different kinds of materials on my collage. Create individual and group collages, with support. Explore a range of work by other artists, craft makers and designers. Demonstrate my ideas through sketches. Y2 -Annotate ideas when designing to show/explain changes. Create individual and group collages. Use different kinds of materials on my collage and explain why I have chosen them. Continue to explore and be exposed to work by other artists and designers.	DT	Painting Artists: Alma Thomas & Steven Brown Recreate abstract paintings in bold and bright colours in the style of the McCoos Y1 -To choose to use thick and thin brushes as appropriate. To paint a picture of something they can see. To name the primary and secondary colours and begin to mix. To print with vegetables, sponge and fruit. To print onto paper and/or textiles. To describe what I can see and like in the work of other artists. Create a piece of work in response to another artist's work. Y2 - Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Make tints by adding white. Make tones by adding black. Describe how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's work.	DT	Drawing and Sketching Artist: Van Gogh & Georgia O'Keefe Still life drawing of a sunflower, plants & fruit. Link: Science – Plants Y1 - To draw using pencil, felt tips and crayons. To draw lines of different shapes and thickness, using 2 different grades of pencil. To create different tones using light and dark. To describe what I can see and like in the work of other artists. To create a piece of work in response to another artist's work. Y2 - To use three different grades of pencil in my drawing. To create different tones using light and dark, with 2 different shading techniques. To describe how other artists have used colour, pattern and shape. To create a piece of work in response to another artist's work.	DT
Design & Technology					
Art	Cooking and Nutrition Y1 Begin to describe properties of ingredients used. Begin to explain what is meant by hygiene. Y2 Describe properties of ingredients used, and why important to have a varied diet. Explain what is meant by being hygienic, and why the concept is important to health. Explain where food comes from. Follow procedures for hygiene.		Textiles Y1 Begin to join textiles to make something. Begin to cut textiles. Begin to explain why a textile was chosen to improve the design. Y2 Measure textiles. Join textiles to make something. Cut textiles. Explain why a textile was chosen to improve the design. Follow procedures for safety.	Art	Mechanisms Y1 To build structure to be used in a model and investigate how they can be made more stable. To join materials in different ways. To ask sensible questions about a piece of art. Use joining, folding or rolling to make designs stronger. Y2 Build structures by joining materials together and investigate how they can be made stronger and more stable. Use a range of materials to create models (e.g. with wheels, axels or hinges). Investigate temporary, fixed and moving joints. Follow procedures for safety.
Music					
Charanga Music School, Sing-up & listen to a range of music on a daily basis (in class and in assembly)					
Hey You! Explore how pulse, rhythm and pitch work together. Listen and clap back, then listen and clap your own answer	Rhythm in The Way We Walk and Banana Rap Continue to understand pulse, rhythm and pitch, rapping,	In the Groove How to be in the groove with different styles of music. Learn about different styles of	Round and Round Further understand pulse, rhythm and pitch in different styles of music. Building on previous learning using	Your Imagination Using your imagination. Find the pulse when listening to a piece of music. Name the instruments/	Reflect, Rewind and Replay Consolidation of the learning that has occurred during the year. Listen and Appraise Classical music.



(rhythms of words). Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Take it in turns to improvise using C or C and D.	dancing and singing. Focus on two songs: Rhythm In The Way We Walk (Reggae style) & Banana Rap (Hip Hop style). Listen & appraise other styles of music. Continue to embed the interrelated dimensions of music through games and singing. After listening, talk about the song and answer the questions together using correct musical language.	music. Learn about six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk through the song 'In the Groove'. Listen and learn a different style of In The Groove. Listen to a well-known song each week with the six different styles.	'Round And Round' a Bossa Nova Latin style song. Using games, explore further the dimensions of music (pulse, rhythm, pitch etc). Singing and playing instruments.	voices you can hear in the piece of music. Complete a class performance using your imagination (include singing and playing an instrument). Discuss performance- How did it make you feel?	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and play instruments within the song. Improvisation using voices and instruments. Compose as a group and solo. Share and perform the learning that has taken place.
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PE

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.

Team Games	Ball Skills	Gymnastics	Dance	Cricket	Athletics (& Cricket)
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. 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.	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	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.	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.	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. Throw underarm with some accuracy and catch a ball. Bowl underarm towards a target with control and accuracy. Play a modified game encouraging	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.



			Describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	teamwork and fielding.	
PHSE & RSE Three core themes: Health and Wellbeing, Relationships and Living in the Wider World (PSHE Association resources)					
Community & Ambition: To develop a sense of pride and respect for others and themselves. Key Question: What is the same and different about us? 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.	Key Question: What is bullying? 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.	Key Question: Who helps to keep us safe? 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.	Key Question: What helps us stay healthy? 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.	Key Question: What jobs do people do? 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.	Key Question: How can we look after each other and the world? 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.
Visits and Visitors					
Outdoor Learning Day Beach School Harvest	Beach School Christmas Performance	Northumberland Zoo	Beach School Whole School Project Assembly/ Exhibition	Beach School Bailiffgate Museum (TBC) Glendale Children's Country Show (?)	Beach School Beamish Outdoor Museum Sports Day