

Year 1 and 2 Year B		
Summer Term 1 <sup>st</sup> Half 5 weeks		
Key Content	Year 1 Skills	Year 2 Skills
<p><b>Writing</b></p>		
<p><b>Genre: Instructions</b>  <b>INFORMATIVE/EXPLANATORY WRITING</b></p> <ul style="list-style-type: none"> <li>Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text).</li> </ul> <p>Descriptive writing linked to the text 'The Queen's Knickers' and Water and Sun-Safety</p> <p><b>Genre: Retell a traditional story</b>  <b>NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence.</li> <li>Write a descriptive paragraph using sensory language.</li> <li>Create a title that is relevant to the narrative.</li> </ul> <p>Retell the story of The Frog Prince, Puss in Boots &amp; Dick Whittington</p> <p><b>POETRY: Rhyming Couplets</b></p> <ul style="list-style-type: none"> <li>Use studies poems as the basis of writing pupils own rhyming sentences</li> <li>Focus on developing an understanding of rhyming words and their placement at the end of a couplet sentences</li> <li>Develop understanding of syllables within sentences to ensure rhyming flow.</li> </ul>	<p><b>COMPOSITION</b></p> <p>-Write Sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>-Discuss what they have written with the teacher or other pupils</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Naming the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> <li>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Add prefixes and suffixes using the prefix un-</li> <li>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<p><b>COMPOSITION</b></p> <p>-Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul> <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> <li>Learning the possessive apostrophe (singular): e.g. the girl's book</li> <li>Learning to spell more words with contracted forms</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Consistently Form lower-case letters of the correct size relative to one another</li> <li>Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify: e.g. the blue butterfly</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use the present and past tenses correctly and consistently including the progressive form</li> <li>Use some features of written Standard English</li> </ul>

			<b>PUNCTUATION</b> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul>
<b>Key Vocab</b>	<b>Grammar:</b> <b>Year 1:</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence <b>Year 2:</b> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue, genre <b>Narrative:</b> entertain, opening, setting, characters, build up, complication resolution and ending, first/third person, past tense, chronological, conjunctions that signal time, dialogue, adjectives, precise nouns, expressive verbs, <b>Explanation:</b> introductory statement, sequenced, conclusion, simple present tense, conjunctions that signal time, causal conjunctions <b>Poetry:</b> Alliteration, onomatopoeia, rhyme word, rhythm, half and near rhyme, syllables		
<b>Maths</b>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Geometry: shape, position and direction</li> <li>Multiplication and division</li> </ul> <b>Year 2:</b> <ul style="list-style-type: none"> <li>Reasoning with multiplication and division</li> <li>Fractions and problem solving</li> </ul>	<b>Unit 1: Geometry</b> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres</li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul> <b>Unit: Grouping and sharing (multiplication and division)</b> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <b>Multiplication tables focus:</b> <ul style="list-style-type: none"> <li>Count in multiples of 10, 2 and 5 in order with growing fluency.</li> </ul>	<b>Unit: Reasoning with multiplication and division</b> <ul style="list-style-type: none"> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs (2.2.e.2)</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul> <b>Unit: Fractions and problem solving</b> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3</li> <li>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <b>Multiplication tables focus:</b> <ul style="list-style-type: none"> <li>Count in multiples of 3 to 12x3 in order from 0.</li> <li>Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts fluently.</li> <li>Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts with growing fluency.</li> </ul>
<b>Key Vocab</b>	<b>Year 1: Unit 1:</b> Underneath, centre, journey, quarter, turn, three-quarter turn, point, pointed, cuboid, cylinder, symmetry, symmetrical pattern <b>Unit 2:</b> Multiplication, multiply, multiplied by, multiple, division, dividing, grouping, array. Fraction, equal part, equal grouping, equal sharing, one of two equal parts, one of four equal parts <b>Year 2: Unit 1:</b> groups of, times, once twice, three times... ten times, repeated addition, divide, divided by, divided into, share, share equally, left, left over, one each, two each, three each... ten each, group in pairs, threes... tens, equal groups of, row, column, multiplication table, multiplication fact, division fact <b>Unit 2:</b> equivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts		
<b>Reading</b>	<b>FICTION STORIES</b> <ul style="list-style-type: none"> <li>Puss-in-Boots (traditional)</li> <li>Cinderella (Charles Perrault)</li> <li>King Midas and the Golden Touch (traditional)</li> <li>Snow White (Brothers Grimm)</li> </ul> See Medium Guided Reading Plans for an overview of the texts that children will be reading each week. <b>AESOP'S FABLES</b> <b>KEY POEMS</b> <ul style="list-style-type: none"> <li>Can't Sleep Anywhere (Eleanor Farjeon);</li> <li>The Frog (Hellaire Belloc)</li> <li>If wishes were horses (traditional)</li> </ul> See Medium Guided Reading Plans for an overview of the texts that children will be reading each week. <b>SAYINGS AND PHRASES</b> Become familiar with the following sayings and phrases: <ul style="list-style-type: none"> <li>The more the merrier.</li> <li>Never leave until tomorrow what you can do today.</li> <li>Sour grapes [Connection to Aesop's fables]</li> </ul>	<b>FLUENCY</b> <b>Use phonic knowledge as a primary approach to reading:</b> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&amp;S or equivalent</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>Read other words of more than one syllable that contain taught GPCs at Phase 5 L&amp;S or equivalent</li> <li>Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words at age-appropriate level (Phase 5 L&amp;S level or equivalent)</li> <li>Re-read these books to build up their fluency and confidence in word reading</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<b>FLUENCY</b> <b>Continue to apply phonic knowledge and skills as the route to decode words:</b> <ul style="list-style-type: none"> <li>Decoding has become embedded and reading is fluent at Phase 6 L&amp;S or book band level white or equivalent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59).</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading</li> <li>Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting</li> </ul>

		<p><b>WIDTH OF READING (SHARED READING)</b>  Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>▶ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, Contributing relevant ideas and thoughts to discussion</li> <li>▶ Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city.</li> <li>▶ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings.</li> <li>▶ Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.</li> <li>▶ Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b>  <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▶ Discussing word meanings, linking new meanings to those already known draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>▶ Making inferences on the basis of what is being said and done e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>▶ Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>▶ Explain clearly their understanding of what is read to them, expressing views about events or characters in the story</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>▶ Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information</li> <li>▶ Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.</li> </ul> <p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussion about what is read to them, remembering significant events/key information and usually follows the agreed rules for effective discussion with a partner</li> </ul>	<p><b>WIDTH OF READING</b>  Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>▶ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>▶ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them</li> <li>▶ Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry.</li> <li>▶ Continuing to build up a repertoire of poems learnt by heart (approx. 10), appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>▶ Understand that non-fiction books that are structured in different ways</li> </ul> <p><b>COMPREHENSION (VIPERS in Guided Reading)</b>  <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▶ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.</li> <li>▶ Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'</li> </ul> <p><b>Inference:</b></p> <ul style="list-style-type: none"> <li>▶ Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person.</li> <li>▶ Regularly use inferences when answering and asking questions.</li> </ul> <p><b>Prediction:</b></p> <ul style="list-style-type: none"> <li>▶ Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>▶ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>▶ Drawing on what they already know or on background information and vocabulary provided by the teacher to answer 'how' and 'why' retrieval questions, orally explaining how they know this</li> </ul> <p><b>Sequence:</b></p> <ul style="list-style-type: none"> <li>▶ Discussing the sequence of events in books and how items of information are related</li> <li>▶ Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6</li> </ul>
Key Vocab	<p><b>SAYINGS AND PHRASES</b></p> <ul style="list-style-type: none"> <li>• Don't judge a book by its cover. [Connection to 'The Frog Prince']</li> </ul> <p>Title Author Illustrator Blurb Page Fairytale Fable Story Nursery Rhyme Traditional Tale Contents Index Glossary Sub-Heading Poem Comprehension Beginning, middle, end Setting* Description* Characters* highlighting definition</p> <p>Understand the names for characters, including heroines and heroes. Recognise terms in drama, including actor, actress, script, costume, scenery, props, theatre, stage, audience and applause.</p>		
Science	<p><b>VI. INTRODUCTION TO ASTRONOMY</b></p> <ul style="list-style-type: none"> <li>• Sun: source of energy, light, heat</li> <li>• Moon: phases of the moon (full, half, crescent, new)</li> <li>• The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)</li> </ul>	<p><b>Complete an investigations into shadows on the playground:</b></p> <ul style="list-style-type: none"> <li>▶ Ask simple questions when prompted</li> <li>▶ Suggest ways of answering a question</li> <li>▶ Make relevant observations</li> <li>▶ Conduct simple tests, with support</li> </ul>	<p><b>Complete an investigations into shadows on the playground:</b></p> <ul style="list-style-type: none"> <li>▶ Ask simple questions</li> <li>▶ Recognise that questions can be answered in different ways</li> <li>▶ Observe closely, using simple equipment</li> <li>▶ Perform simple tests</li> </ul>

	<ul style="list-style-type: none"> <li>Note that, in 2006, Pluto was classified as a dwarf planet.</li> <li>Stars</li> <li>Constellations: The Plough</li> <li>The sun is a star.</li> <li>Earth and its place in the solar system</li> <li>The Earth moves around the Sun; the sun does not move</li> <li>The Earth revolves (spins); one revolution takes one day (24 hours)</li> <li>Sunrise and sunset</li> <li>When it is day where you are, it is night for people on the opposite side of the Earth</li> </ul> <p><b>Science Biographies</b></p> <ul style="list-style-type: none"> <li>Joseph Banks (botanist)</li> <li>Link to Captain Cooke and voyage to Australia</li> </ul>	<ul style="list-style-type: none"> <li>With prompting, suggest how findings could be recorded</li> <li>Recognise findings</li> <li>Gather and record data</li> <li>Use observations to suggest answers to questions</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>Record and communicate their findings in a range of ways and begin to use simple scientific language</li> <li>Identify and classify</li> <li>Gather and record data to help answer questions</li> <li>Use their observations and ideas to suggest answers to questions</li> </ul> <ul style="list-style-type: none"> <li>Introduce idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
<b>Key Vocab</b>	Solar system Sun Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto Moon Constellation Capernicus		

Year 1/2 A	Year 1/2 Year B		
	Summer Term 1 <sup>st</sup> Half 5 weeks		
	Key Knowledge	Year 1 Skills	Year 2 Skills
<b>History</b>	<p><b>Prime Ministers</b> Children understand the importance of the Prime Minister in a parliamentary democracy.</p> <ul style="list-style-type: none"> <li>Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.</li> <li>Link to Houghton Hall</li> </ul> <p>Understand the role of the Prime Minister today. Today the Prime Minister is in charge of government.</p> <ul style="list-style-type: none"> <li>The Prime Minister has regular meetings with the Queen to tell her about the discussions of the Cabinet.</li> <li>The Prime Minister lives at 10 Downing Street in London.</li> </ul> <p><b>Symbols and Figures</b> Understand important British symbols and figures, for instance:</p> <ul style="list-style-type: none"> <li>The Union Jack</li> <li>Buckingham Palace</li> <li>10 Downing Street</li> <li>The Houses of Parliament</li> <li>Victoria</li> <li>Churchill</li> <li>Elizabeth 1</li> <li>King John</li> </ul> <p>Link to the royal family, London, Sandringham, Buckingham Palace, Elizabeth I, Queen Victoria</p>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</li> <li>Know where people and events fit within a chronological framework.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</li> <li>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</li> <li>Know where people and events fit within a chronological framework.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</li> <li>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms</li> </ul>
	Declaration of Rights Parliament Election Prime Minister Government Party Vote Budget Services Throne Sceptre Majesty Reign Barons The Magna Carta Coronation		
<b>Geog.</b>	<p><b>GEOGRAPHY OF THE BRITISH ISLES – repeated each year linked to National Days</b></p> <p><b>I. REGIONS OF THE UK</b></p> <ul style="list-style-type: none"> <li>Name the continent, country and county in which you live.</li> <li>Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other distinguishing characteristics.</li> <li>Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Welsh folk songs</li> <li>Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football</li> </ul> <p><b>AN OVERVIEW OF THE SEVEN CONTINENTS</b> Differentiate between land and sea using a globe Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans Find the equator, the northern hemisphere, the southern hemisphere</p>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> </ul>

	Understand direction: north, south, east and west. Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings: <ul style="list-style-type: none"> <li>• Australia</li> </ul>		
<b>Key Vocab</b>	North, south, east, west globe, Pacific, Atlantic oceans Continents Aerial View Map Location Compass Key navigate United Kingdom British Isles Island Mountain Valley beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.		
<b>Art</b>	<p><b>TYPES OF ART: ARCHITECTURE (OF THE STATE)</b> Children will focus on the art of buildings and building design. Children will learn about architecture of the 'state', meaning buildings for the rulers of our country - the government and royals. We also look for the lines in buildings. [Cross-curricular links with British History and Geography]</p> <ul style="list-style-type: none"> <li>• The Palace of Westminster, focus on the parts by Charles Barry and Augustus Pugin, constructed 1840-1870 (Westminster, London)</li> <li>• Westminster Abbey, present building begun under King Henry III in 1245 (Westminster, London)</li> <li>• The Banqueting House (part of the former Whitehall Palace), by Inigo Jones, 1622, with ceiling paintings by Rubens added in 1636 (Whitehall, London)</li> </ul> <p><b>TYPES OF ART: SCULPTURE</b> We introduce children to sculpture, or three-dimensional, 'all-around' art. We introduce various types and styles of sculpture, and encourage children to make their own sculptures. [Cross-curricular links with British History and Geography]</p> <ul style="list-style-type: none"> <li>• Hubert Le Sueur, <i>King Charles the First</i>, 1633 (Trafalgar Square, London)</li> <li>• Hamo Thornycroft, <i>Oliver Cromwell</i>, 1899 (Palace of Westminster, London)</li> <li>• E. H. Baily, <i>Lord Horatio Nelson</i>, 1840-43 (Trafalgar Square, London)</li> <li>• Henry Moore, <i>Family Group</i>, 1944 (Fitzwilliam Museum, Cambridge)</li> <li>• Edgar Degas, <i>Little Dancer Aged Fourteen</i>, 1880-81 (Tate, Liverpool)</li> <li>• Barbara Hepworth, <i>Infant</i>, 1929 (Tate, St Ives)</li> <li>• Antony Gormley, <i>Angel of the North</i>, 1998 (Gateshead)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs</li> <li>➤ Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination</li> <li>➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers</li> <li>➤ Art in Context/History he/she can describe how her own work is similar and/or different to the work of well known artists and designers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs</li> <li>➤ Sculpture he/she can make a model using natural and man made materials to show a simple idea or using her imagination</li> <li>➤ Sculpture he/she can explain how they are making her sculpture</li> <li>➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well known artists and designers</li> <li>➤ Art in Context/History he/she can describe how her own work is similar and/or different to the work of well known artists and designers.</li> </ul>
<b>Key Vocab</b>	Architecture architect dome pillar arch roof tower sculptor 3D art 2D art		
<b>DT</b>	<p><b>BUILDING FREE STANDING STRUCTURES:</b></p> <ul style="list-style-type: none"> <li>• Within Art study, Antony Gormley's Angel of the North, 1998 (Gateshead)</li> <li>• Discuss the importance of this piece and its purpose</li> <li>• Discuss where Norfolk sits within the UK – The east of England</li> <li>• Plan and build their own version in small groups with a focus of creating a structure that is free standing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design he/she can tell someone about his/her design ideas. A2A</li> <li>➤ Design he/she can create a drawing of his/her idea and templates for his/her design.</li> <li>➤ Design he/she can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.</li> <li>➤ Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.</li> <li>➤ Make he/she can cut along straight lines, curved lines and shapes marked out by a template.</li> <li>➤ Make he/she can use tape and glue to create temporary joins, fixed joins, &amp; moving joins.</li> <li>➤ Make he/she can use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.</li> <li>➤ Make he/she can roll, fold, tear and cut paper and card. S</li> <li>➤ Evaluate he/she can say what they like and do not like about existing products.</li> <li>➤ Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design he/she can make a mock up of his/her design and discuss it.</li> </ul>
<b>Music</b>	<p><b>1. Elements of Music</b> Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).</p> <ul style="list-style-type: none"> <li>• Recognise a steady beat; begin to play a steady beat.</li> <li>• Recognise that some beats have accents (stress).</li> <li>• Move responsively to music (marching, walking, hopping, swaying, etc.).</li> <li>• Recognise short and long sounds.</li> <li>• Discriminate between fast and slow.</li> <li>• Discriminate between obvious differences in pitch: high and low.</li> <li>• Discriminate between loud and soft.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she use short given patterns in his/her compositions.</li> <li>➤ Composing he/she can say what they like and do not like about other's performances.</li> <li>➤ Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds</li> <li>➤ Listening and Context he/she can identify a beat and join in</li> <li>➤</li> <li>➤ Songs to be learnt The Wheels of the Bus, London Bridge is Falling Down, This old Man , Polly Put the Kettle On , Ring-a-Ring Of Roses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she can make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short</li> <li>➤ Composing he/she can make sounds that reflect a topic</li> <li>➤ Composing he/she can use given symbols to record long and short sounds.</li> <li>➤ Composing he/she can say what they like and do not like about other's performances.</li> <li>➤ Performing he/she can perform to an audience and improve his/her performance by practising.</li> <li>➤ Listening and Context he/she can identify the mood of a piece of music.</li> <li>➤ Listening and Context he/she can explain to another which of two sounds is higher or lower.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise that some phrases are the same, some different.</li> <li>Sing unaccompanied, accompanied and in unison.</li> </ul> <p><b>Songs</b> Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from Peer Gynt. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).</p> <p><b>NOTATION</b> Understand that music is written down in a special way and become familiar with the following notation:</p> <ul style="list-style-type: none"> <li>Crotchet: one single beat</li> <li>Minim: the length of two crotchet beats</li> </ul> <p>Notation to be learnt whilst following Blown Away Recorder 1 – Introducing C and High D</p>		<ul style="list-style-type: none"> <li>Songs to be learnt The Wheels of the Bus, London Bridge is Falling Down, This old Man , Polly Put the Kettle On , Ring-a-Ring Of Roses</li> </ul>	
<b>Computing</b>	<p><b>Content: We are zoologists (Data collection linked to excel)</b></p> <ul style="list-style-type: none"> <li>Use simple charting software (excel/google sheets) to produce pictograms and other basic charts</li> <li>Take, edit and enhance photos</li> <li>Record information on a digital map</li> </ul> <p><b>Online Safety: We are online behaviour experts</b></p>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully.</li> </ul>	
<b>RE</b>	<p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>Learn to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on a day in the life of a Jewish child and how they spend their Friday evening and Saturday.</li> <li>Explore why Shabbat is an important time for Jewish people.</li> <li>Consider whether Shabbat is important to Jewish children.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on a day in the life of a Jewish child and how they spend their Friday evening and Saturday.</li> <li>Explore why Shabbat is an important time for Jewish people.</li> <li>Consider whether Shabbat is important to Jewish children.</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li><b>Strike and Field &amp; Athletics (2)</b></li> <li><b>Athletics &amp; Invasion(1/2)</b></li> <li><b>Invasion &amp; Strike and Field(1)</b></li> </ul>	<p><b>Invasion - Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To develop dribbling towards a goal</li> <li>To understand what being 'in possession' means</li> <li>To develop passing to a teammate with your feet</li> <li>To understand who to pass to and why when playing against a defender</li> <li>To develop dribbling a ball with hands</li> <li>To move towards a goal with the ball</li> <li>To develop throwing to a teammate</li> <li>To support a teammate when in possession</li> <li>To move into a space showing an awareness of defenders</li> <li>To develop dodging and us it to lose a defender</li> <li>To be able to stay with a player when defending</li> <li>To develop taking a ball towards a goal</li> </ul>	<p><b>Strike and Field – Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To roll a ball towards a target</li> <li>To track a rolling ball and collect it</li> <li>To develop accuracy in underarm throwing and consistency in catching</li> <li>To develop overarm throwing</li> <li>To develop striking a ball with my hand and equipment</li> <li>To retrieve a ball when fielding</li> <li>To understand the roles of a batter, bowler and fielder</li> <li>To understand how to get a batter out</li> <li>To understand how to run around bases to score points</li> </ul>	<p><b>Athletics - Year 1 unit</b></p> <ul style="list-style-type: none"> <li>To learn to move at different speeds for varying distances</li> <li>To develop a foundation for balance and stability</li> <li>To develop agility and co-ordination</li> <li>To explore hopping, jumping and leaping for distance</li> <li>To develop balance whilst jumping and landing</li> <li>To develop balance and rhythm when travelling over obstacles</li> <li>To develop throwing for distance</li> <li>To develop throwing for accuracy</li> </ul>
<b>PHSE</b>	<ul style="list-style-type: none"> <li>Safeguarding/Online: We are online behaviour experts</li> <li>Safeguarding/RNLI: Water Safety Passport</li> <li>Safeguarding/NSPCC: What's in your Pants ( Links to Queen's Knickers)</li> <li>Health/SunSAFE: George the Sun Safe Superstar plus song: 'Slip, Slop, Slap, Seek and Slide'</li> <li>British/Go-givers: Vote for the Go-givers</li> <li>British/Parliament: What is Parliament?</li> <li>British/Parliament: Suffragettes</li> </ul>			