	Year 1 and 2 Year B		
	Summer Term 2nd Half		
	Key Content	Year 1 Skills	Year 2 Skills
Writing	**Genre: Instructions** **INFORMATIVE/EXPLANATORY WRITING** • Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text). Write a non-chronological report about Fairtrade farming and bananas from the Caribbean **NARRATIVE WRITING** • 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. • Write a descriptive paragraph using sensory language. • Create a title that is relevant to the narrative. Retell Little Red Riding Hood **NARRATIVE WRITING** • 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. • Write a descriptive paragraph using sensory language. • Create a title that is relevant to the narrative. The Magic Porridge Pot retelling Innovate – what foods could spill everywhere?	**COMPOSITION** -Write Sentences by: ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher **SPELLING** ➤ Spell words containing each of the 40+ phonemes already taught ➤ Spell common exception words ➤ Spell the days of the week ➤ Naming the letters of the alphabet in order ➤ Using letter names to distinguish between alternative spellings of the same sound ➤ 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 ➤ Add prefixes and suffixes using the prefix un– ➤ 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 ➤ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far **HANDWRITING** ➤ Sit correctly at a table, holding a pencil comfortably and correctly ➤ Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size ➤ Form capital letters ➤ Form digits 0–9 ➤ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these ➤ 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 **VOCABULARY** ➤ Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words **GRAMMAR** ➤ Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and **PUNCTUATION** ➤ Capital letters, full stops, question marks and exclamation marks to demarcate sentences	**COMPOSITION** Develop positive attitudes towards and stamina for writing by: ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes -Consider what they are going to write before beginning by: ➤ planning or saying out loud what they are going to write about ➤ encapsulating what they want to say, sentence by sentence ➤ writing down ideas and/or key words, including new vocabulary -Make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ 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 ➤ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) -Read aloud what they have written with appropriate intonation to make the meaning clear **SPELLING** ➤ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ➤ 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 ➤ Learning to spell common exception words ➤ distinguishing between homophones and near-homophones ➤ Learning the possessive apostrophe (singular): e.g. the girl's book ➤ Learning to spell more words with contracted forms ➤ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly ➤ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **HANDWRITING** ➤ Consistently Form lower-case letters of the correct size relative to one another ➤ Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ➤ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ➤ Use spacing between words that reflects the size of the letters **VOCABULARY** ➤ Use expanded noun phrases to describe and specify: e.g. the blue butterfly **GRAMMAR** ➤ Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ➤ Use sentences with different forms: statement, question, exclamation, command ➤ Use the present and past tenses correctly and consistently including the progressive form ➤ Use some features of written Standard English **PUNCTUATION** ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

| | | | ➤ Commas to separate items in a list |
| | | | ➤ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). |

Key Vocab	**Grammar:** Year 1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence, prefix, suffix, phoneme, grapheme, diagraph, digraph, blending, segmenting, sound buttons, sound boxes, stretchy and bouncy sounds Year 2 Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue prefix, suffix, phoneme, grapheme, diagraph, digraph, blending, segmenting, sound buttons, sound boxes, stretchy and bouncy sounds **Narrative:** 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, Non-chronological Report: explain, describe, introduction, paragraphs, description, qualities, conclusion, present tense Instructions: goal, materials/equipment, sequence, imperative, command, chronological order, numbered

Maths	**Year 1:** • Money • Working within 100 • Problem solving with **Year 2:** • Reasoning and problem solving (using calculation strategies) • Geometry (main focus position and direction) • Consolidation of areas of weakness	**Unit: Money** ➤ recognise and know the value of different denominations of coins and notes ➤ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ **Unit: Working within 100** ➤ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ➤ count, read and write numbers from 1 to 20 in numerals and words ➤ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ➤ given a number, identify one more and one less ➤ read and write numbers to at least 100 in numerals and in words **Addition and subtraction within 100** ➤ represent and use number bonds and related subtraction facts within 20 ➤ add and subtract one-digit and two-digit numbers to 100, including zero ➤ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2) ➤ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ➤ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ **Multiplication tables focus** ➤ Count in multiples of 10, 2 and 5 in order fluently	**Unit: Reasoning and problem solving (using calculation strategies)** ➤ solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods ➤ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems ➤ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Unit: Geometry (main focus position and direction)** ➤ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ➤ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ➤ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ➤ compare and sort common 2-D and 3-D shapes and everyday objects ➤ order and arrange combinations of mathematical objects in patterns and sequences ➤ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) **Unit: consolidation of areas of weakness** This unit should be used to consolidate weakest areas from the whole of KS1 content before the children move on to KS2. **Multiplication tables focus:** ➤ Count in multiples of 3 to 12x3 in order from 0 with growing fluency. ➤ Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts fluently.

Key Vocab	**Year 1 Unit 1**: Change, dear, costs more, cheap, costs less, cheaper, costs the same as, how much…? how many…? Total, Addition, near double, half, halve, subtract, equals, is the same as, **Unit 2:** Numeral, twenty-one…one hundred, forwards, backwards, equal to, most, least, many, less than, fewer than, most , least **Unit 3:** Addition, near double, half, halve, ,subtract, equals, is the same as, number bonds/pairs, missing number, problem, problem solving, mental, mentally, explain your thinking, one digit, two digit **Year 2 Unit 1:** Inverse, problem, problem solving, explain your thinking, show how you… explain your method, mental calculation, written calculation, **Unit 2:** Route, higher, lower, clockwise, anti-clockwise, right angle, straight line, rectangular, circular, pentagon., hexagon, octagon, surface, line symmetry, pattern, sequence, rotation, right angle

Key Vocab	**Year 1:** Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence **Year 2:** Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue Narrative: 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, Non-chronological Report: explain, describe, introduction, paragraphs, description, qualities, conclusion, present tense Instructions: goal, materials/equipment, sequence, imperative, command, chronological order, numbered

Reading	**FICTIONSTORIES** • The Wolf Story (Toby Forward) • The True Story of The Three Little Pigs (Jon Sciezka) • Chicken Little (also known as 'Henny-Penny') • The Little Red Hen (traditional) • Little Red Riding Hood (traditional) • The Three Little Pigs (traditional) • The Enormous Turnip **AESOP'S FABLES** • The Grasshopper and the Ants	**FLUENCY** Use phonic knowledge as a primary approach to reading: ➤ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ➤ Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught ➤ Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&S or equivalent	**FLUENCY** Continue to apply phonic knowledge and skills as the route to decode words: ➤ Decoding has become embedded and reading is fluent at Phase 6 L&S or book band level white or equivalent. ➤ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ➤ Read accurately words of two or more syllables that contain the same graphemes as above

KEY POEMS
- Mary had a little Lamb

See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.

SAYINGS AND PHRASES
Become familiar with the following sayings and phrases:

- There's no place like home.
- Wolf in sheep's clothing [Connection to Aesop's fables]

➤ Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

➤ Read other words of more than one syllable that contain taught GPCs at Phase 5 L&S or equivalent

➤ Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)

➤ 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&S level or equivalent)

➤ Re-read these books to build up their fluency and confidence in word reading

➤ Checking that the text makes sense to them as they read and correcting inaccurate reading

WIDTH OF READING (SHARED READING)
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

➤ 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

➤ 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.

➤ 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.

➤ 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'.

➤ 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.

COMPREHENSION (VIPERS in Guided Reading)
Understand both the books that they can already read accurately and fluently and those that they listen to by:
Vocabulary:

➤ 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

Inference:

➤ 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.

Prediction:

➤ 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.

Explanation:

➤ Explain clearly their understanding of what is read to them, expressing views about events or characters in the story

Retrieval:

➤ 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

➤ 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.

➤ Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.

➤ 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).

➤ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

➤ Re-read these books to build up their fluency and confidence in word reading

➤ Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting

WIDTH OF READING
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

➤ 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.

➤ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them

➤ Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry.

➤ 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

➤ Understand that non-fiction books that are structured in different ways

COMPREHENSION (VIPERS in Guided Reading)
Understand both the books that they can already read accurately and fluently and those that they listen to by:
Vocabulary:

➤ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.

➤ 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!'

Inference:

➤ 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.

➤ Regularly use inferences when answering and asking questions.

Prediction:

➤ 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

Explanation:

➤ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Retrieval:

➤ 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

Sequence:

➤ Discussing the sequence of events in books and how items of information are related

➤ 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

		Sequence: ➢ 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	
Key Vocab	Sayings and Phrases • Great oaks from little acorns grow. 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 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.		

Science	Plants and Plant Growth
	Reading aloud, observation and activities such as growing plants from seed in varying conditions are useful ways to explore the following topics with children.
	• Understand what plants need to grow: sufficient warmth, light and water.
	• Recognise basic parts of plants: seeds, roots, stems, branches and leaves.
	• Understand that plants make their own food.
	• Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals.
	• Know that there are two kinds of plants: deciduous and evergreen.
	• Become aware of key aspects of farming.
	   • How some food comes from farms as crops
	   • How famers must take special care to protect their crops from weeds and pests
	   • How crops are harvested, kept fresh, packaged and transported for people to buy and consume
		Complete an investigation into growing plants in different soils and conditions:
		➢ Ask simple questions when prompted
		➢ Suggest ways of answering a question
		➢ Make relevant observations
		➢ Conduct simple tests, with support
		➢ With prompting, suggest how findings could be recorded
		➢ Recognise findings
		➢ Gather and record data
		➢ Use observations to suggest answers to questions
		➢ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
		➢ Identify and describe the basic structure of a variety of common flowering plants, including trees
		➢ Explore and compare the differences between things that are living, dead, and things that have never been alive
			Complete an investigation into growing plants in different soils and conditions:
			➢ Ask simple questions
			➢ Recognise that questions can be answered in different ways
			➢ Observe closely, using simple equipment
			➢ Perform simple tests
			➢ Record and communicate their findings in a range of ways and begin to use simple scientific language
			➢ Identify and classify
			➢ Gather and record data to help answer questions
			➢ Use their observations and ideas to suggest answers to questions
			➢ Identify and name a variety of plants and animals in their habitats, including micro-habitats
			➢ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
			➢ Observe and describe how seeds and bulbs grow into mature plants

Key Vocab	Plant Grow Seed Root Stem Leaf Branch Trunk Flower Warmth Light Water Food Crops Farm Weeds Harvest Soil		

Year 1 /2 A	Year 1/2 Year B		
	Summer Term 2nd Half		
	Key Knowledge	Year 1 Skills	Year 2 Skills
History	WORLD HISTORY Teachers: Encourage children to examine the nature of a 'civilisation', what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations. I. ANCIENT EGYPT • Identify the African continent on a map or globe. • Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert [Cross-curricular connection with Science Year 2] • Understand the importance of the Nile River, floods and farming • Identify key pharaohs • Rameses II • Tutankhamun [Cross-curricular connection with Visual Arts Year 2] • Identify key features in the Ancient Egyptian culture and religion • Pyramids • Mummies • Great Sphinx • Animal gods • Hieroglyphic writing	➢ Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. ➢ Know where people and events fit within a chronological framework. ➢ Develop awareness of the past, using common words and phrases relating to the passing of time. ➢ Understand some of the ways in which they find out about the past and identify different ways in which it is represented. ➢ 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.	➢ Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. ➢ Know where people and events fit within a chronological framework. ➢ Develop awareness of the past, using common words and phrases relating to the passing of time. ➢ Understand some of the ways in which they find out about the past and identify different ways in which it is represented. ➢ 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

Geog.	THE SCHOOL SETTING Local area – farming in Norfolk and the world. Where does our food come from compared with Ancient Egypt and the Nile.
	• Examine aerial photographs of the school grounds and surrounding area. Use these photos to:
	   • Identify buildings and points of interest.
	   • Discuss how to navigate around the school grounds and the local area – focus on the marshes and flood plains linking to the Nile
	   • Use the compass points: north, south, east and west.
		➢ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
		➢ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
		➢ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
		➢ 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.
			➢ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
			➢ Develop knowledge of the human and physical geography of a small area of the United Kingdom.
			➢ 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
			➢ 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.

	• Develop spatial awareness by drawing basic maps of local areas. Use symbols, a key to represent objects on the map and a colour-code for different areas. *WORLD GEOGRAPHY* **Teachers:** In Year 2, children continue their study of the world around them and then broaden and complement that focus. CLIMATES • Understand the difference between weather and climate ○ Weather is day to day atmospheric conditions ○ Climate is the average weather conditions measured over years • Show how the climate varies across the UK - compare to hot countries where food grows Discuss latitude as a reason for this variation GLOBE/WORLD MAP **Terms:** Peninsula, boundary, equator, hemisphere, climate. • Identify the major oceans and the seven continents. • Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe. **Non-European Countries: Egypt**	➤ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. ➤ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ➤ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Art	I. ART OF ANCIENT EGYPT [Some of these pieces can be found with World History: Ancient Egypt] Look at and discuss: • The Great Sphinx (Giza, outside Cairo) • A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum) • Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC (National Museum of Egyptian Antiquities, Cairo) or Nesperennub's (British Museum, London) • Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford) Find out about: • The Rosetta Stone, Ptolemaic Period, 196 BC (Essential for the deciphering of hieroglyphics, British Museum, London)	➤ Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs. ➤ Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines ➤ Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour. ➤ Drawing With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines. ➤ Independent Artist he/she can begin to recall all the equipment needed for an art session. ➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. ➤ 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.	➤ Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs. ➤ Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines ➤ Drawing with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines. ➤ Drawing With pastel/charcoal, he/she can blend and smudge. ➤ Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements. ➤ Drawing he/she can use different types of pen to make different types of line. ➤ Drawing he/she can use ball-point & felt tip pens to make fine marks. ➤ Independent Artist he/she can begin to recall all the equipment needed for an art session. ➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. ➤ 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.
	Ancient Egypt Pharaoh Pyramid Sarcophagus Sphinx Bust Papyrus Paper The Book of the Dead		
DT	JEWELLERY DESIGN • Pupils to examine Ancient Egyptian jewellery • Combining clay, paint and decoration such as sequins to create necklaces and bracelets	➤ Design he/she can tell someone about his/her design ideas. ➤ Design he/she can create a drawing of his/her idea and templates for his/her design. ➤ 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. ➤ Make he/she can use tape and glue to create temporary joins, fixed joins, & moving joins. ➤ Evaluate he/she can say what they like and do not like about existing products. ➤ Evaluate he/she can say how well his/her designs and product met the given design criteria.	➤ Design he/she can make a mock up of his/her design and discuss it ➤ Design he/she can create a drawing of his/her idea and templates for his/her design. ➤ 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. ➤ Make he/she can decorate textiles using buttons, beads, sequins, braids & ribbons. ➤ Evaluate he/she can say what they like and do not like about existing products. ➤ Evaluate he/she can say how well his/her designs and product met the given design criteria.
Music	NOTATION to be learnt whilst following Blown Away Recorder 1 – Introducing Low C and F Sharp Understand that music is written down in a special way and become familiar with the following notation: • Crotchet: one single beat • Minim: the length of two crotchet beats • Semi-breve: a long note	➤ Composing he/she use short given patterns in his/her compositions ➤ Composing he/she can say what they like and do not like about other's performances. ➤ Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds. ➤ Listening and Context he/she can identify a beat and join in. **Songs to learn:** The Farmer in his Den, Old MacDonald, One man went to mow, Row, Row, Row your boat	➤ Composing he/she can use given symbols to record long and short sounds ➤ Composing he/she can say what they like and do not like about other's performances. ➤ Performing he/she can perform to an audience and improve his/her performance by practising. ➤ Listening and Context he/she can explain to another which of two sounds is higher or lower **Songs to learn:** The Farmer in his Den, Old MacDonald, One man went to mow, Row, Row, Row your boat

Computing	Content: We are game testers (predicting coding linked to teacher game) • Use logical reasoning to make predictions of what a program will do • Test these predictions Online Safety: We are information Protectors	➤ Use logical reasoning to predict the behaviour of simple programs				➤ Use logical reasoning to predict the behaviour of simple programs
RE	<u>Judaism</u> • Learn to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	• Learn about Chanukah celebrations. • Consider whether celebrating Chanukah makes Jewish children feel closer to God.				• Learn about Chanukah celebrations. • Consider whether celebrating Chanukah makes Jewish children feel closer to God.

PE

	Gym – Year 1 unit	**Send and Receive – Year 1/2 unit**	**Fitness - Year 1/2 unit**	**Invasion - Year 1/2 unit**	**Strike and Field – Year 1/2 unit**	**Athletics - Year 1 unit**
• Gymnastics & Invasion Games (2) • Send & Receive and Strike & Field(1/2) • Fitness & Athletics (1)	➤ To explore travelling movements using the space around you ➤ To develop quality when performing gymnastics shapes ➤ To develop stability and control when performing balances ➤ To develop technique and control when performing shape jumps ➤ To develop technique in the barrel, straight and forward roll ➤ To build strength and begin to take body weight on hands ➤ To explore key skill on apparatus showing quality, control and balance ➤ To link gymnastic actions to create a sequence	➤ To roll a ball towards a target ➤ To be able to track and receive a rolling ball ➤ To be able to stop, send and receive a ball with your feet ➤ To develop sending and receiving with your feet ➤ To develop throwing and catching skills ➤ To send and receive a ball using a stick ➤ To send and receive a ball using a racket	➤ To understand how to run for longer periods of time without stopping ➤ To develop co-ordination through hula hoop skills ➤ To develop co-ordination and timing when jumping in a long rope ➤ To develop individual skipping ➤ To take part in a circuit to develop stamina, co-ordination and agility ➤ To explore exercises that use own body weight ➤ To develop ABC agility, balance and co-ordination	➤ To develop dribbling towards a goal ➤ To understand what being 'in possession' means ➤ To develop passing to a teammate with your feet ➤ To understand who to pass to and why when playing against a defender ➤ To develop dribbling a ball with hands ➤ To move towards a goal with the ball ➤ To develop throwing to a teammate ➤ To support a teammate when in possession ➤ To move into a space showing an awareness of defenders ➤ To develop dodging and us it to lose a defender ➤ To be able to stay with a player when defending ➤ To develop taking a ball towards a goal	➤ To roll a ball towards a target ➤ To track a rolling ball and collect it ➤ To develop accuracy in underarm throwing and consistency in catching ➤ To develop overarm throwing ➤ To develop striking a ball with my hand and equipment ➤ To retrieve a ball when fielding ➤ To understand the roles of a batter, bowler and fielder ➤ To understand how to get a batter out ➤ To understand how to run around bases to score points	➤ To learn to move at different speeds for varying distances ➤ To develop a foundation for balance and stability ➤ To develop agility and co-ordination ➤ To explore hopping, jumping and leaping for distance ➤ To develop balance whilst jumping and landing ➤ To develop balance and rhythm when travelling over obstacles ➤ To develop throwing for distance ➤ To develop throwing for accuracy

PHSE	• **Safeguarding/Online Safety:** We are information Protectors • **Character/Go-givers:** The Selfish Little Red Hen • **Characters/Go-givers:** The Two Brothers • **World/Go-givers:** Africa • **Character/Go-givers:** Golden Girl: Jessica Ennis		