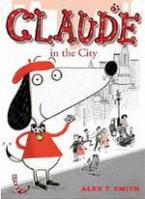
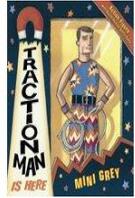
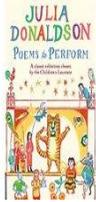
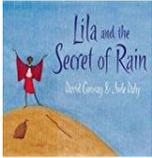
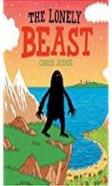


Subject		Autumn 1 (7 weeks)	Autumn (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Key question	Where will our journey end?		How does it work?			What might you find in the wood today?	
<p>ENGLISH – teaching sequence used throughout</p>		<p>Literature Ann Hibiscus by Atinuke</p>  <p>Lighthouse keepers lunch stories by Ronda Armitage</p>	<p>Literature Claude in the City by Alex T Smith</p>  <p>Katie Morag stories by Mairi Hedderwick</p>	<p>Literature Traction Man by Mini Grey</p> 	<p>Literature Poems to perform by Julia Donaldson</p> 	<p>Literature Lila and the secret of rain by David Conway</p> 	<p>Literature The Lonely Beast by Chris Judge</p> 
	<p>MATHS - Context...Explicit teach...Fluency... Reasoning...Problem Solving...</p>		<p>Coverage areas: Year 1 Number: Place Value Addition and subtraction</p> <p>Year 2 Number: Place Value Addition and subtraction</p>	<p>Coverage areas: Year 1 Number: Place Value Addition and subtraction-</p> <p>Geometry Shape</p> <p>Year 2 Measurement Length & mass</p> <p>Statistics Graphs</p> <p>Number Multiplication & Division</p>	<p>Coverage areas: Year 1 Measurement Time Length & Height</p> <p>Number Place Value Addition & subtraction</p> <p>Year 2 Measurement Money Geometry Properties of shape</p>	<p>Coverage areas: Year 1 Number Multiplication & division Fractions</p> <p>Year 2 Number Fractions</p>	<p>Coverage areas: Year 1 Number Place value Four operations</p> <p>Measurement Length & height</p> <p>Year 2 Measurement Time Capacity, volume & temperature</p>

<p>SCIENCE – see objectives Working Scientifically in each topic</p>	<p>Working scientifically Ask simple questions and recognise that they can be answered in different ways Observe closely using simple equipment Perform simple tests Identify and classify Use observational skills to suggest and answer questions Gather and record data to help answer questions</p>	<p>Uses of everyday materials Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <i>Collection of materials from the beach as the starting point</i></p>	<p>Animals, including humans Describe and compare the structure of a variety of common animals- fish, amphibians, reptiles, birds and mammals, including pets <i>Using animals found on the seashore/ found at home as the starting point for this investigation</i></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 <i>Linked to the text traction Man What makes us the same/ different?</i></p>	<p>Animals, including humans Notice that animals, including humans, have offspring which grow into adults Describe the importance of exercise, eating the right amounts of different foods and hygiene <i>Linked to Y2 visit to English Institute of Sport Y1 Landing activities based on healthy living</i></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, including trees Observe and describe how seeds and bulbs grow into mature trees <i>Linked to vegetation study in the local environment</i> <i>(school grounds)</i> <i>Walk to the local woods</i></p>	<p>Plants 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 <i>Linked to wild life study in the local environment and visit to Sherwood Pines/ RSPV Manvers</i></p>
<p>TOPIC – see objectives</p>	<p>Communicate Geographically: Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes Interpret a range of sources of geographical information, including maps,</p>	<p>Locational knowledge Name and locate the world’s seven continents and five oceans Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <i>Linked to The text- Anna Hibiscus - Looking at Africa and African life</i></p>	<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>History Changes within living memory How did people travel in the past? <i>Linked to transport Studying photograph, asking grandparents</i></p>	<p>History Significant historical events /people/ laces in their own locality <i>History of buses and trams in South Yorkshire</i> <i>(Linked to a visit to the bus museum)</i></p>	<p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom <i>Linked to the text -Lila and the secret of rain</i></p>	<p>Geographical skills and fieldwork 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 Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>

	<p>diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative</p>		<p>vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p><i>(Study Isle of Struay/Coll) from Katie Morag stories)</i></p> <p>History</p> <p>The lives of significant others.</p> <p>Events beyond living memory</p> <p><i>Linked to Grace Darling/ RNLI& first lifeboats</i></p>				<p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><i>Using The Lonely Beast text as stimulus- where did he come from? The journey he makes</i></p> <p><i>Study of wildlife /vegetation at Sherwood Pines</i></p>
<p>ART- large scale work & collaborative art once per year</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and</p>	<p>Materials/technique:</p> <p>Study the work of an artist</p> <p>Tracy Savage –Work on the seaside</p> <p>Use a range of materials creatively to design and make products</p> <p>Use some of the work from the artist to create pieces</p> <p><i>First hand observations: Paintings of the seashore/ lifeboats Paper tearing- lighthouses, lifeboats</i></p>	<p>Materials/technique:</p> <p>Use drawing, painting, and sculpture to develop and share their ideas and imagination</p> <p>What would your own super hero look like?</p> <p>Printing using different wheels</p> <p>Use a range of materials creatively to design and make products</p> <p><i>First hand observations from the visits looking at vehicles</i></p>			<p>Materials/technique:</p> <p>Study the work of an artist</p> <p>Gustav Klimt – Work on trees</p> <p>Use some of the work from the artist to create pieces</p> <p><i>Use wool to create texture of bark</i></p> <p>Use a range of materials creatively to design and make products</p> <p><i>First hand observations from the visits looking at</i></p>	

	<p>design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of different artists</p>	<p><i>Paint- Colour mixing to make tints (add white) and tones (add black)</i></p> <p><i>Pencil/ pastel- showing different tones, following lines carefully</i></p>		<p><i>Paint- Colour mixing to make tints (add white) and tones (add black)</i></p> <p><i>Pencil/ pastel- showing different tones, following lines carefully</i></p> <p><i>Pencil to show pattern and texture through dots and lines</i></p>		<p><i>trees, environments, plants</i></p> <p><i>Paint- Colour mixing to make tints (add white) and tones (add black)</i></p> <p><i>Pencil/ pastel- showing different tones, following lines carefully</i></p> <p><i>Pencil to show pattern and texture through dots and lines</i></p>	
<p>DT</p> <p>Design & make Evaluate & improve Take Inspiration from design throughout history</p> <p>One main project</p>		<p>Design / make /evaluate /technical knowledge</p> <p>Working with Food</p> <p>Understand and apply the principles of nutrition and learn how to cook</p> <p><i>Linked to The lighthouse keepsers lunch stories- Making a picnic for Mr Grinling</i></p>		<p>Design / make /evaluate /technical knowledge</p> <p>Making a model that will move</p> <p><i>Models of trams and buses from visit to Bus Museum using construction materials, box modelling, axles and wheels</i></p>			
<p>PE</p>		<p>Invasion Games: Key skills taught through Football and hockey</p> <p>Gymnastics: Travelling Pathways</p> <p><i>Evaluating and improving performance</i></p>	<p>Invasion Games: Key skills taught through Tag Rugby</p> <p>Gymnastics: Transferring weight (jumping)</p> <p><i>Evaluating and improving performance</i></p>	<p>Net Games: Key skills taught through High 5's (netball)</p> <p>Dance : Balance/ travelling</p> <p><i>Evaluating and improving performance</i></p>	<p>Net Games: Key skills taught through Tennis</p> <p>Dance: Jumping, stepping, turning, gestures</p> <p><i>Evaluating and improving performance</i></p>	<p>Striking and fielding: Key skills taught through Cricket</p> <p>Athletics: Travelling and jumping</p> <p><i>Evaluating and improving performance</i></p>	<p>Striking and fielding: Key skills taught through Hoopla</p> <p>Athletics: Throwing</p> <p>Our door and adventurous: Orienteering, journeying, challenge, confidence and team building</p> <p><i>Evaluating and improving performance</i></p>
<p>RE-</p>		<p>Myself: Who am I?</p>	<p>Celebrations: What matters at Christmas?</p>	<p>Stories: What stories of Jesus do Christians love to tell?</p>	<p>Stories: What stories about Moses do Jews love to tell?</p>	<p>Festivals: How do Jewish people celebrate?</p>	<p>Churches and synagogues; What can we find out?</p>

<p>MUSIC</p>		<p>Charanga Hey you! An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Charanga Little angels get their wings</p>	<p>Charanga In the groove An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Charanga Rhythm in the way we walk and Bannana rap Listen and Appraise Musical Activities Perform and Share</p>	<p>Charanga Round and round Listen and Appraise Musical Activities Perform and Share</p>	<p>Charanga Reflect, rewind and replay Listen and Appraise Musical Activities Perform and Share</p>
<p>COMPUTING</p>		<p>Use technology safely and respectfully Amazing images</p>	<p>Create and debug simple programs All about algorithms</p>	<p>Use technology purposefully Cool researchers</p>	<p>Use technology purposefully Puppet masters</p>	<p>Work linked to PHSCE Keeping myself safe : The real/ virtual world</p>	<p>Use technology safely and respectfully Let's make a card</p>
<p>PHSCE</p>	<p>Linked to academy core values & SMSC</p>	<p>'HAPPY & SAFE' Moral development: Difference between right & wrong Behaviour policy Basic rights Choice & consequences Prevent agenda The caring School Friends and friendship</p>	<p>'SHOW RESPECT' Cultural development: Understand and appreciate wide range of cultural influences Different cultures within school Britain's parliamentary system Artistic, musical, sporting and cultural opps Celebrate diversity (local, national & international) Focus on special people</p>	<p>'ENJOY A CHALLENGE' Spiritual development: Scholastic excellence Reflect on experiences Ambition & aspiration Growing and changing</p>	<p>'CELEBRATE DIVERSITY' Cultural development: Understand and appreciate wide range of cultural influences Different cultures within school Britain's parliamentary system Artistic, musical, sporting and cultural opps Celebrate diversity (local, national & international)</p>	<p>'READY & FIT FOR OUR FUTURE' Social development: Working and socialising with others Social settings Communities Democracy British values Keeping healthy</p>	<p>'OUR ACADEMY' 'HAPPY & SAFE' 'SHOW RESPECT' 'ENJOY A CHALLENGE' 'CELEBRATE DIVERSITY' 'READY & FIT FOR OUR FUTURE' Keeping myself safe E-safety : The Real / virtual world World of drugs</p>