

Subject		Autumn 1 (7 weeks)	Autumn (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer (7 weeks)
Key question		Who lives in a house like this?		Can you reach for the stars?		Where in the world	
ENGLISH – teaching sequence used throughout		Literature The Story Tree by Hugh Lupton  Other texts: The Great Piratical Rumbustification By Margaret Mahy The Girl with the Parrot on her Head By Daisy Hirst Here I am By Patti Kim	Literature Grace and Family by Mary Hoffman  Other texts: The colour of Home By Mary Hoffman Rama and the Demon King By Jessica Souhami A Place To Call Home By Alexis Deacon	Literature The Dark by Lemony Snicket  Other texts: The Owl Who Was Afraid of the Dark By Jill Tomlinson Hoot Owl, Master of Disguise By Sean Taylor Orion and the Dark By Emma Yarlett	Literature Beegu by Alexis Deacon  Other texts: The Magic Finger By Roald Dahl Toys in Space By Mini Grey Man on the Moon (a day in the life of Bob) By Simon Bartram	Literature One day on our Big Blue Planet: in the Savannah by Ella Bailey  Other texts: Lion at School and other stories By Philippa Pearce Jamela's Dress By Niki Daly	Literature Zeraffa Giraffa by Dianna Hofmeyr  Other texts: The Journey Home By Fran Preston-Gannon Meerkat Mail By Emily Gravett George Speaks By Dick King-Smith
	MATHS - Context...Explicit teach...Fluency... Reasoning...Problem Solving...		Coverage areas: Year 1 Number: Place Value Addition and subtraction Year 2 Number: Place Value Addition and subtraction	Coverage areas: Year 1 Number: Place Value Addition and subtraction- Geometry Shape Year 2 Measurement Length & mass Statistics Graphs Number Multiplication &	Coverage areas: Year 1 Measurement Time Length & Height Number Place Value Addition & subtraction Year 2 Measurement Money Geometry Properties of shape	Coverage areas: Year 1 Number Multiplication & division Fractions Year 2 Number Fractions	Coverage areas: Year 1 Number Place value Four operations Measurement Length & height Year 2 Measurement Time Capacity, volume & temperature

			Division				
SCIENCE – see objectives Working Scientifically in each topic	<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>Everyday Materials Distinguish between an object and what it is made from. Identify everyday materials Describe and compare simple physical properties Identify and compare the suitability of a variety of everyday materials for particular uses <i>Linked to work done around the school building/ locality and homes</i></p>		<p>Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons <i>Linked to the text Dark</i></p>	<p>Seasonal Changes Observe and describe how day length varies <i>Linked to work on planets from the text Beegu</i></p>	<p>Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Animals, including humans Notice that animals, including humans have offspring which grow into adults Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain <i>Linked to the text One day on our big blue planet- food chains, animals found in the Savannah</i></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, diagrams, globes, aerial photographs</p>	<p>Topic: Human and physical geography use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>	<p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. History Events beyond living memory that are significant nationally or globally <i>Linked to work on The Great Fire of London</i></p>	<p>Topic History Events beyond living memory <i>Thomas Edison & light bulb invention</i></p>	<p>Topic History The lives of significant individuals <i>Neil Armstrong & the moon landing</i></p>	<p>Topic: Human and physical geography Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Linked to- One day on our Big Blue Planet, a study of The African Savannah</i></p>	<p>Topic: Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>Linked to the text Zeraffa Giraffa- plotting the journey</i></p>

	<p>and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative</p>	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <p>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 <i>Study of Brookfield and the buildings / land use around Swinton</i></p>	<p>Changes within living memory</p> <p>Homes from the past- What was it like to live in Victorian times?</p>				<p>that Ziraffa made from Africa</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 design techniques using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of different artists</p>	<p>Materials/technique:</p> <p><i>Printing of brick work linked to the study of houses in the local area, Close observational work using</i></p> <p>Paint- Colour mixing using primary colours to make secondary</p> <p>Pencil - Cross hatching, line, shade</p> <p>Clay - showing brickwork pattern and texture</p>	<p>Materials/technique:</p> <p>Art work from Great Fire of London</p> <p>Using paper tearing to show shape and space</p> <p>Paint -colour mixing</p> <p>Pencil to show pattern and texture through dots and lines</p>	<p>Materials/technique:</p> <p><i>Close observational work: Painting of pyjamas</i></p> <p>Paint- Colour mixing using primary colours to make secondary</p>	<p>Materials/technique:</p> <p>Linked to the text Beegu- creating own aliens/ space rockets</p> <p>Paint- Colour mixing using primary colours to make secondary colours</p> <p>Pencil/pastel to show tones, following lines carefully</p>	<p>Materials/technique:</p> <p><i>Close observational work of the animals from the visit and linked to the texts One Day on our Big Blue Planet and Zeraffe Giraffe using</i></p> <p>Paint- Colour mixing to make tints (add white) and tones add black)</p> <p>Pencil/ pastel- showing different tones, following lines carefully</p> <p>Clay- Sculpture animals using simple tools to show texture</p>	<p>Sharing their own ideas</p> <p>Paper- using paper to sculpture background for pencil/pen work on the savannah</p>

<p>DT Design & make Evaluate & improve</p>		<p>Design / make /evaluate /technical knowledge Investigating levers <i>Building models of houses with doors that can open</i></p>		<p>Design Designing appealing products for themselves <i>Design own pyjamas linked to the text The Dark</i></p>		<p>Design / make /evaluate /technical knowledge Evaluate their ideas against their design criteria <i>Enclosure for an animal linked to visit to Yorkshire Wildlife Park</i></p>	
<p>PE</p>		<p>Invasion Games: Key skills taught through Football and hockey Gymnastics: Travelling Pathways <i>Evaluating and improving performance</i></p>	<p>Invasion Games: Key skills taught through Tag Rugby Gymnastics: Transferring weight (jumping) <i>Evaluating and improving performance</i></p>	<p>Net Games: Key skills taught through High 5's (netball) Dance : Balance/ travelling <i>Evaluating and improving performance</i></p>	<p>Net Games: Key skills taught through Tennis Dance: Jumping, stepping, turning, gestures <i>Evaluating and improving performance</i></p>	<p>Striking and fielding: Key skills taught through Cricket Athletics: Travelling and jumping <i>Evaluating and improving performance</i></p>	<p>Striking and fielding: Key skills taught through Hoopla Athletics: Throwing Our door and adventurous: Orienteering, journeying, challenge, confidence and team building <i>Evaluating and improving performance</i></p>
<p>RE-</p>		<p>Belonging to a community: Where do Jews and Christians belong?</p>	<p>How do we say thank you for our beautiful world?</p>	<p>Being fair: Stories of Jesus that make you think</p>	<p>Symbols: What do the symbols of Easter mean to Christians?</p>	<p>Leaders and teachers</p>	<p>Questions about God</p>
<p>MUSIC</p>		<p>Charanga Hands, feet, heart 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 Babushka</p>	<p>Charanga Glockenspiel Stage 1 Learning about the language of music through playing the glockenspiel.</p>	<p>Charanga I wanna play in a band 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 Zootime 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 Reflect, rewind and replay Listen and Appraise Musical Activities Perform and Share</p>

<p>COMPUTING</p>		<p>Use technology safely and respectfully</p> <p>Super slideshow</p>	<p>Create and debug simple programs</p> <p>Brilliant Beebots</p>	<p>Use technology purposefully</p> <p>Perfect Posters</p>	<p>Work linked to PHSCE</p> <p>Keeping myself safe : How can I contact people who help me?</p>	<p>Use technology purposefully</p> <p>Let's animate</p>	<p>Use technology safely and respectfully</p> <p>Let's blog</p>
<p>PHSCE</p>		<p>The caring school Friends and friendship</p>	<p>Me ,my community and the environment</p>	<p>The world of drugs</p>	<p>Keeping myself safe</p> <p>E –safety: How can I contact people who help me?</p>	<p>Healthy lifestyle</p>	<p>Focus on the outdoors</p>
<p>Enrichment Visits / Visitors</p>		<p>Local Visits: Houses in Swinton Local Building site Land use Homes in the Past: Cannon Hall / Cushworth Hall</p> <p>Fire Brigade Event Afternoon Tea Building Safety</p>		<p>Star Dome Nocturnal animals: Visitor: Owl Man Ryan (Leeds) In-school Event Rocket Launch Local walk /Nature walk around Swinton Nature Observations RSPB: Nocturnal animals</p>		<p>Yorkshire Wildlife Park Animal Reserve In-school Event: Save the (tiger; elephant etc)</p> <p>Artist: Sculptures Orienteering event</p>	