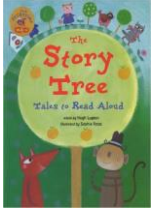
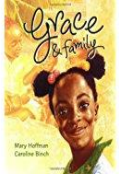

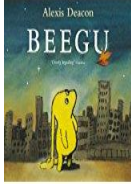




Subject		Autumn 1 (7 weeks)	Autumn (7 weeks)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer (7 weeks)	
Key question			Who lives in a house like this?		Can you reach for the stars?		Where in the world	
<p><b>ENGLISH –</b> teaching sequence used throughout</p>		<p>Literature The Story Tree by Hugh Lupton</p> 	<p>Literature Grace and Family by Mary Hoffman</p> 	<p>Literature The Dark by Lemony Snicket</p> 	<p>Literature Beegu by Alexis Deacon</p> 	<p>Literature One day on our Big Blue Planet: in the Savannah by Ella Bailey</p> 	<p>Literature Zeraffa Giraffa by Dianna Hofmeyr</p> 	
<p><b>MATHS -</b> Context...Explicit teach...Fluency... Reasoning...Problem Solving...</p>		<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Number:</b> Place Value Addition and subtraction</p> <p><b>Year 2</b> <b>Number:</b> Place Value Addition and subtraction</p>	<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Number:</b> Place Value Addition and subtraction- <b>Geometry</b> Shape</p> <p><b>Year 2</b> <b>Measurement</b> Length &amp; mass <b>Statistics</b> Graphs <b>Number</b> Multiplication &amp; Division</p>	<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Measurement</b> Time Length &amp; Height <b>Number</b> Place Value Addition &amp; subtraction</p> <p><b>Year 2</b> <b>Measurement</b> Money <b>Geometry</b> Properties of shape</p>	<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Number</b> Multiplication &amp; division Fractions</p> <p><b>Year 2</b> <b>Number</b> Fractions</p>	<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Number</b> Place value Four operations</p> <p><b>Measurement</b> Length &amp; height</p> <p><b>Year 2</b> <b>Measurement</b> Time Capacity, volume &amp; temperature</p>	<p><b>Coverage areas:</b> <b>Year 1</b></p> <p><b>Measurement</b> Money Weight &amp; volume</p> <p><b>Year 2</b> <b>Number:</b> Place Value Addition and subtraction</p>	
<p><b>SCIENCE – see objectives Working Scientifically in each topic</b></p>	<p><b>Working scientifically</b> Ask simple questions and recognise that they can be answered in different ways Observe closely</p>	<p><b>Everyday Materials</b> Distinguish between an object and what it is made from. Identify everyday materials Describe and compare simple physical properties</p>		<p><b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons <i>Linked to the text Dark</i></p>	<p><b>Seasonal Changes</b> Observe and describe how day length varies <i>Linked to work on planets from the text Beegu</i></p>	<p><b>Animals, including humans</b> 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 <b>Animals, including humans</b></p>		

	<p>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>Identify and compare the suitability of a variety of everyday materials for particular uses</p> <p><i>Linked to work done around the school building/ locality and homes</i></p>				<p>Notice that animals, including humans have offspring which grow into adults <b>Living things and their habitats</b> 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><b>TOPIC – see objectives</b></p>	<p><b>Communicate Geographically:</b> 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 and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative</p>	<p><b>Topic:</b> <b>Human and physical geography</b> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>Geographical skills and fieldwork</b> 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 <i>Study of Brookfield and the buildings / land use around Swinton</i></p>	<p><b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>History</b> Events beyond living memory that are significant nationally or globally <i>Linked to work on The Great Fire of London</i> <b>Changes within living memory</b> <i>Homes from the past- What was it like to live in Victorian times?</i></p>	<p>Topic <b>History</b> <b>Events beyond living memory</b> <i>Thomas Edison &amp; light bulb invention</i></p>	<p>Topic <b>History</b> <b>The lives of significant individuals</b> <i>Neil Armstrong &amp; the moon landing</i></p>	<p><b>Topic:</b> <b>Human and physical geography</b> 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><b>Topic:</b> <b>Geographical skills and fieldwork</b> 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 that Ziraffa made from Africa</i></p>



<b>RE-</b>		<b>Belonging to a community:</b> Where do Jews and Christians belong?	<b>How do we say thank you for our beautiful world?</b>	<b>Being fair:</b> Stories of Jesus that make you think	<b>Symbols:</b> What do the symbols of Easter mean to Christians?	<b>Leaders and teachers</b>	<b>Questions about God</b>
<b>MUSIC</b>		<b>Charanga Hands, feet, heart</b> An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<b>Charanga Babushka</b>	<b>Charanga Glockenspiel Stage 1</b> Learning about the language of music through playing the glockenspiel.	<b>Charanga I wanna play in a band</b> An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<b>Charanga Zootime</b> An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	<b>Charanga Reflect, rewind and replay</b> Listen and Appraise Musical Activities Perform and Share
<b>COMPUTING</b>		<b>Use technology safely and respectfully</b>  Super slideshow	<b>Create and debug simple programs</b>  Brilliant Beebots	<b>Use technology purposefully</b>  Perfect Posters	Work linked to PHSCE Keeping myself safe : How can I contact people who help me?	<b>Use technology purposefully</b>  Let's animate	<b>Use technology safely and respectfully</b>  Let's blog
<b>PHSCE</b>		<b>'HAPPY &amp; SAFE'</b>  Moral development:  Difference between right & wrong  Behaviour policy  Basic rights  Choice & consequences  Prevent agenda	<b>'SHOW RESPECT'</b>  Cultural development:  Understand and appreciate wide range of cultural influences  Different cultures within school  Britain's parliamentary system  Artistic, musical, sporting and cultural	<b>'ENJOY A CHALLENGE'</b>  Spiritual development:  Scholastic excellence Reflect on experiences Ambition & aspiration  <b>The world of drugs</b>	<b>'CELEBRATE DIVERSITY'</b>  Cultural development:  Understand and appreciate wide range of cultural influences  Different cultures within school  Britain's parliamentary system  Artistic, musical,	<b>'READY &amp; FIT FOR OUR FUTURE'</b>  Social development:  Working and socialising with others Social settings Communities Democracy British values  <b>Healthy lifestyle</b>	<b>'OUR ACADEMY'</b>  'HAPPY & SAFE' 'SHOW RESPECT' 'ENJOY A CHALLENGE' 'CELEBRATE DIVERSITY' 'READY & FIT FOR OUR FUTURE'  <b>Focus on the outdoors</b>

		<p><b>The caring school Friends and friendship</b></p> <p><b>Keeping myself safe</b></p> <p><b>E –safety: How can I contact people who help me?</b></p>	<p>opps</p> <p>Celebrate diversity (local, national &amp; international)</p> <p><b>Me ,my community and the environment</b></p>		<p>sporting and cultural opps</p> <p>Celebrate diversity (local, national &amp; international)</p>		
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