

	Autumn 1 Ourselves	Autumn 2 Ourselves	Spring 1 Extinct and Endangered	Spring 2 Extinct and Endangered	Summer 1 Homes and Habitats	Summer 2 Homes and Habitats
Visits/Visitors/Experiences						
English	<p>Narrative: Different Stories by the same author Outcome: Using patterned and rhythmic language in varied ways. Identifying and describing characters Non-Fiction: Instruction Texts Outcome: How to make a pizza instruction Poetry: Poems on a theme Outcome: Create specific effects through sentence structure, punctuation and vocabulary.</p>	<p>Narrative: Traditional tales Outcome: Character description/profile. Setting description. Non Fiction : Information texts Outcome: Information writing; how do we remember Guy Fawkes? Poetry: Patterns on the Page -Outcome: Shape poems based on the musical rhythms.</p>	<p>Narrative: Fantasy stories and imaginary settings. Outcome: Write an imaginary dinosaur adventure story-imaginary land. Similies and adjectives. Non-Fiction: Explanations Outcome: Write an explanation—what happened to the dinosaurs? Poetry: Poems on a Theme Outcome: Use specific vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader.</p>	<p>Narrative: Character and setting descriptions and patterned language. Outcome: Story retelling. Letter writing. Sentence structure. Non-Fiction: Information texts Outcome: Information Writing. Why are species endangered? Categorising and organising information. Endangered animal factfile. Poetry: Poems on a theme. Outcome: Dinosaur poem based on comprehension. Express opinions on layout of poem.</p>	<p>Narrative: Extended Stories Outcome: Story about a character with an irrational fear. Stories with familiar setting Outcome: Pond setting description. Character empathy. Description of our world using expanded noun phrases. Non-Fiction: Retrieval and recounts Outcome: Rutland water recount. Pond dipping instructions. Poetry: Really Looking Outcome: Pond creature riddle</p>	<p>Narrative: Author study, Beatrix Potter Outcome: The chases through Mr McGregor's Garden, focus on tension ; A story retell. Non-Fiction: Historical comprehension/information. Outcome: Great Fire of London Diary Poetry: Silly Stuff, Beatrix Potter poems Outcome: Poems inspired by Beatrix Potter characters.</p>
Mathematics	<p>Positional Language and Sequencing Subitising - Leading to More and Fewer Number Magnitude, Estimation and Comparison Place Value—Making Ten(s) and Some More Place Value—Making Ten(s) and Some More Time—Estimating, Sequencing and Comparing</p>	<p>Additive Reasoning—the Understanding and Language of Operations Additive Reasoning—the Understanding and Language of Operations Part Whole Equality and Comparison Equality and Comparison Measures—Length, Height and Mass</p>	<p>Geometry 1 Regrouping to Add and Subtract Regrouping to Add and Subtract Strategy Choices for Addition and Subtraction Problem Solving with Addition and Subtraction</p>	<p>Doubling and Halving Multiplication—Counting, Multiples and Repeated Addition Multiplication—Number of Groups, Group Size and Product Division—Sharing and Grouping Problem Solving with Multiplication and Division</p>	<p>Money Fractions Fractions Fractions Problem Solving—All Four Operations Time—Turns and Telling the Time</p>	<p>Time— Drawing the Hands on a Clock and Intervals of Time Measures and Reading Scales Statistics Geometry 2 Place Value with Larger Numbers Calculation Review</p>
Science	<p>Animals including Humans Identify, name and label interior parts of the human body: including key bones of the skeleton and key organs . Re-cap our five senses and realise which organs enable them. Recognise the process of reproduction and growth in humans. Find out about what humans need to survive including personal hygiene, a balanced diet and exercise. Seasonal changes Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons</p>		<p>Animals including Humans Identify how different dinosaurs (herbivores, carnivores or Omnivores) differ from each other in terms of size, speed and teeth. Identify that dinosaurs are reptiles. Link to other reptiles that may know and discuss reptilian features. Identify and name endangered animals that include carnivores, herbivores and omnivores. Describe and compare the structure of polar bears and panda bears. Seasonal changes Observe changes in weather, e.g. winter to Spring</p>		<p>Living Things and their Habitats Explore and compare the differences between living, non-living, never been alive. Identify how most living things (plants and animals) are suited to their habitats. Use the context of the school pond to create simple food chains and life cycles such as a frog. Identify and understand what a microhabitat is. Everyday Materials Identify and compare the suitability of everyday materials found in our school grounds—including our wildlife area, allotment, gardens and adventure playground.</p>	
RE	<p>LAS (Compulsory) God—Islam What do Muslims believe about Allah?</p>	<p>LAS (Compulsory) Community—Islam How do Muslims express their religions and beliefs?</p>	<p>LAS (Additional) Thankfulness How do different religions around the world show that they are thankful?</p>	<p>LAS (Additional)— In depth study of another religion - Judaism</p>	<p>Salvation UC 1.5 (core) Who does Easter matter to Christians?</p>	<p>Incarnation UC 1.3 (core) Who does Christmas matter to Christians?</p>
Computing	<p>Technology Around Us Classify what is / is not technology in our classroom and school. How does technology help us?</p>	<p>Digital Painting create own paintings, while getting inspiration from a range of other artists. Consider their preferences when painting with, and without, the use of digital devices.</p>	<p>Grouping Data Use labels to put objects into groups and label these groups. Sort objects into different groups, based on the properties they choose. Sort objects into different groups to answer questions about data.</p>		<p>Introduction to animation On-screen programming through ScratchJr. Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify, and create programs. Explore program design through the introduction of algorithms.</p>	
Citizenship P.S.H.C.E/SEAL/SRE	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: Myself and others (Y1 and Y2) Similarities and difference (Y2)</p>	<p>PSHCE theme: Preparing to play an active role as citizens. RSE: Friendships (Y2) Myself and Others(Y1)</p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people. RSE: Family Networks (Y1) Safety and Choices (Y2)</p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people. RSE: Family (Y2) Secrets (Y2) Body Awareness (Y1)</p>	<p>PSHCE theme: Developing a healthy safer lifestyle. RSE: Body Parts (Y2) Body Development (Y2) Family (Y1)</p>	<p>PSHCE theme: Developing a healthy safer lifestyle. RSE: Looking after their bodies.(Y2) Hygiene (Y1)</p>
History	<p>Changes within living memory Childhood through time and toys</p>	<p>Significant individuals Alexander Graham Bell and Louis Braille</p>	<p>Local history study How has Barrowby changed?</p>		<p>Event beyond living memory Great Fire of London</p>	
Geography	<p>What is the Geography of where I live? (Introduction to geographical skills and local area study)</p>		<p>How does the weather affect our lives? (Understanding our weather and the weather in Antarctica and the Sahara Desert)</p>		<p>Why don't penguins need to fly? (The concept of biomes, the north and south poles and the equator)</p>	
Design & Technology	<p>Eat more healthily Cooking Opportunity: Pizza Roots for Food - making a chilli. Food preparation and cooking skills.</p>		<p>Design, make and evaluate a clay model. E.g. clay dinosaurs Cooking and Nutrition - Prepare and make a salad (or similar dish). E.g. Sunset Pasta Salad</p>		<p>Construction: Great Fire of London House Design and build a model of a Tudor house. Cooking Opportunity: Twice Baked Potatoes Food preparation</p>	
Art & Design	<p>Painting: Picasso inspired portraits Mixing primary colours into secondary colours</p>		<p>Design & Evaluate - Famous Artist - explore the abstract work of Georges Seurat, to explore pointillist technique, Drawing: dinosaur inspired. Painting: in the style of Seurat</p>		<p>Drawing: Further develop sketching skills: wildlife inspired. Design and Famous Artist –Andy Goldsworthy Sculpture: Create clay animal from wildlife inspired drawing. Create natural art inspired by Andy Goldsworthy</p>	
Music	<p>Listening & Appraising Y1 -Listen to audio recordings and/or music and describe how sounds are being made. Describe how sounds makes children feel. Y2—Identify and name instruments being played in music. Describe how different sound are made.</p>	<p>Perform & Evaluate Y1—Singing Use voices to sing in unison with some control. Y2—Sing in unison and with expression in groups when performing rounds, partner songs. Describe what went well</p>	<p>Perform & Evaluate -Instrumental Y1 -Play simple rhythms on untuned percussion instruments. Y2 - Perform differing rhythmic patterns using a variety of percussion instruments.</p>		<p>Create & Compose Y1 - Create/select sounds for a purpose. Y2 - Use a Graphic Score to organise sounds for a specific purpose.</p>	
Physical Education	<p>Real PE Unit 1 Personal Skills Games: Val Sabin 'Games in the Curriculum' Unit 1 + 2</p>	<p>Real PE Unit 2 Social Skills Dance: Val Sabin SoW Unit 1</p>	<p>Real PE Unit 3 Cognitive Skills Gym: Rawmarsh SoW</p>	<p>Real PE Unit 4 Creative Skills Dance: Val Sabin SoW Unit 3</p>	<p>Real PE Unit 5 Applying Physical Skills Athletics</p>	<p>Real PE Unit 6 Health and Fitness Games: Val Sabin 'Games in the Curriculum' Unit 3 + 4</p>