

MATHEMATICS

White Rose Maths Small Steps of Learning:

Place value within 20

+/- within 20

Place value within 100

Shape

Ozzy's 5-a-day

Numbots/TTRS

PE

Football

Multi Skills:

Movement

Games Play:

Dodgeball

ENGLISH

Book unit:

Y1: 'Alan's Big Scary Teeth' – Narrative, Non-Chronological report, Poster, Retelling

Y2: 'How to Hide a Lion' – Recount, Poetry, Newspaper, Poster

SPAG

Y1: Stage 1 Shed Sentences. Moving To Write.

Y2: Stage 2 Shed Sentences. Weekly spellings.

Handwriting

Letter family – Ladder Letters

Y1: Forming Letter Families

Y2: Positioning and Pre-cursive

Phonics: Little Wandle Letters and Sounds Revised

Y1: Phase 3 diagraphs, longer words, tricky words

Y2: Phase 5 Review

Reading Groups & 1:1 reading

RE

How do some Jewish people celebrate Sukkot?

What does the nativity story teach many people?

DESIGN & TECHNOLOGY

Structure:

Baby Bear's Chair

Context for Learning

Animal Kingdom



MUSIC

Animal Rhythms

SCIENCE

Animals (1)

Living Things

COMPUTING

Computing Systems and networks:

Technology Around Us

Creating Media:

Digital Painting

PHSE

Friendship, Fair and Unfair,
Our School, Belonging,
Staying Safe, Consequences,
Right and Wrong,
Aspirations, Co-operation

ART & DESIGN

Sculpture:

Paper Play

VISITS/VISITORS

Zoobidoo

Theatre By The Lake

GEOGRAPHY

Why don't penguins need to fly?

Locational knowledge: Name and locate the world's seven continents and five oceans.

Human and physical geography: Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.

HISTORY

Who is the greatest history maker?

The lives of significant individuals in the past who have contributed to national and international achievements:

End points of learning Autumn Term.

Art and Design:

Sculpture and 3D: Paper play

- Perseveres to roll paper tubes and attach them to the base securely. Making choices about their sculpture, eg colour and arrangement of tubes.
- Shapes, overlaps and arranges the paper strips in interesting ways to make their 3D drawings.
- Demonstrates they can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to their sculpture.
- Works successfully with others; sustaining effort over a time.
- Paints with good technique, ensuring good coverage

Computing:

Technology around us

- To identify technology
- Identify a computer and its main parts
- Ability to use a mouse in different ways
- Begin to use a keyboard to type and edit text
- Create and understand rules to use technology safely and responsibly

Digital Painting

- Describe what different freehand tools do
- Be able to use the shape and line tools
- Understand why I chose the tools I used
- Use a computer on my own to paint a picture and compare it to painting on paper.

Design Technology

Structures: Baby bear's chair

- Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a chair stable.
- Explaining the definition of strength. Identifying the strongest and weakest shaped and part of a structure. Making and testing a structure.
- Working independently to use the materials as demonstrated to begin to make a stable structure. Explaining how their ideas would be suitable for the given brief.
- Producing a model that satisfies the given brief, using the appropriate materials and construction techniques and explaining how they made it strong, stiff and stable.

Geography

Why don't penguins need to fly?

- **Observe**, **name** and **describe** a range of features of Antarctica;
- **Identify** and **locate** the seven continents and five oceans of the world;
- **Identify** and **describe** some of the ways that living things can survive in Antarctica;
- **Identify**, **describe** and **compare** the main physical features of the Sahara Desert and Antarctica;
- **Observe** and **describe** how ice at the Arctic is different from the ice at Antarctica;
- **Describe** what a food chain is and **identify** the main parts of the food chain of a polar bear;
- **Describe** a journey from Canada to Antarctica listing the countries, seas and oceans that a traveller would pass through;
- **Describe** what it means for some countries such as Zambia to have a tropical climate.

History

Who is the greatest history maker?

- **Describe** what is commemorated on Guy Fawkes Night;
- **Suggest reasons** for this;
- **Describe** and **compare** their relative achievements; and **reach a judgement** about their relative importance;
- **Compare** and **reach a judgement** about the relative importance of the achievements of the six history makers;
- **Describe** how they would like to make history in their lifetime.

PE

Year 1: Multi Skills and Games

- Chest pass
- Catch a ball from a bounce
- Catch a ball from a partner over a short distance
- Move to try and stop and pick up a rolling ball
- Control a football with a basic dribbling technique
- Pass and stop football over a short distance

Year 2: Multi Skills and Games

- Chest pass
- Receive a pass from a partner over a short distance
- Move to try and intercept a ball
- Dribble a football
- Pass and stop football over a short distance
- Dodging

Year 1 3D PSHE Overview and Objectives Autumn 1

Lesson 1	Core Theme 3 Unit 1 Rules and Responsibilities LESSON 1: Rules / Expectations We Expect...	<ul style="list-style-type: none"> • Understand the reason why we have rules • Learn about rules as expectations • Understand to agree and follow rules for their group and classroom • Recognise why rules and expectations are important • I can recognise how my behaviour affects other people • I can recognise right and wrong, what is fair and unfair and explain why • I can recognise the difference between good and bad choices • I can recognise the difference between right and wrong and what is fair and unfair
Lesson 2	Core Theme 3 Unit 1 Rules and Responsibilities LESSON 2: Rules / Expectations Class Charter	<ul style="list-style-type: none"> • Understand the reason why we have rules / expectations • Learn about how they can contribute to the life of the class • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings • I can consider ways of looking after the school or community and how to care for the local environment • I can identify the importance of rules and be able to say why rules applying to me are necessary • I can express views and take part in decision-making activities to improve my immediate environment or community • I can take turns and share as appropriate • I can suggest rules that would improve things for the common good
Lesson 3	Core Theme 1 Unit 5 Keeping Safe LESSON 6: Internet Safety E-Safety	<ul style="list-style-type: none"> • Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • Learn about who to go to for help and advice • I can recognise what I like and dislike • I can recognise that there are people who care for and look after me • I can identify different relationships that I have and why these are important • I can seek help from an appropriate adult when necessary • I can recognise and respond to different issues of safety relating to myself and others and how to get help

Year 1 3D PSHE Overview and Objectives

Autumn 2

Lesson 1	Core Theme 2 Unit 1 Communication LESSON 7: Good Manners How Rude!	<ul style="list-style-type: none"> Learn about the conventions of courtesy and manners I can recognise how attitude and behaviour, including bullying, may affect others I can listen to, reflect on and respect other people's views and feelings I can work and play independently and in groups, showing sensitivity to others I can recognise how their behaviour affects other people
Lesson 2	Core Theme 1 Unit 4 Emotions LESSON 1: Happiness Smile!	<ul style="list-style-type: none"> Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Learn about making positive choices and how they can lead to happiness I can recognise, name and manage my feelings in a positive way I can recognise how my behaviour affects other people I can recognise how my behaviour and that of others may influence people both positively and negatively
Lesson 3	Core Theme 1 Unit 4 Emotions LESSON 2: Anger Grrrr!	<ul style="list-style-type: none"> Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Recognise, name, manage and express feelings in a positive way I can recognise, name and manage my feelings in a positive way I can recognise how my behaviour affects other people I can recognise how my behaviour and that of others may influence people both positively and negatively I can listen to, reflect on and respect other people's views and feelings
Lesson 4	Core Theme 2 Unit 1 Communication LESSON 1: Feelings How I Feel	<ul style="list-style-type: none"> Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Recognise and communicate feelings to others Learn how to share their views Recognise, name and deal with their feelings in a positive way I can recognise what I like and dislike I can recognise, name and manage my feelings in a positive way I can listen to and show consideration for other people's views I can listen to, reflect on and respect other people's views and feelings

Year 2 3D PSHE Overview and Objectives

Autumn 1

Lesson 1	<p>Core Theme 2 Unit 4 Family and Friends LESSON 3: Friendship Hola! Bonjour!</p>	<ul style="list-style-type: none"> • Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships • I can recognise that there are people who care for and look after me • I can identify different relationships that I have and why these are important • I can develop positive relationships through work and play • I can recognise how attitude and behaviour, including bullying, may affect others • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings
Lesson 2	<p>Core Theme 2 Unit 4 Family and Friends LESSON 4: Friendship Share Alike</p>	<ul style="list-style-type: none"> • Learn about the importance of sharing as part of friendship and kindness • I can recognise that there are people who care for and look after me • I can develop positive relationships through work and play • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings • I can work and play independently and in groups, showing sensitivity to others • I can recognise the difference between right and wrong and what is fair and unfair
Lesson 3	<p>Core Theme 2 Unit 3 Fairness LESSON 1: Fair and Unfair It's Not Fair!</p>	<ul style="list-style-type: none"> • Recognise what is fair and unfair • Learn to take part in discussions with the whole class • I can recognise right and wrong, what is fair and unfair and explain why • I can recognise the difference between right and wrong and what is fair and unfair
Lesson 4	<p>Core Theme 3 Unit 2 Communities LESSON 1: Our School Common Goals</p>	<ul style="list-style-type: none"> • Understand our role in the class community • How to contribute to the life of the classroom • I can listen to and show consideration for other people's views • I can listen to, reflect on and respect other people's views and feelings • I can work independently and in groups, taking on different roles and collaborating towards common goals • I can recognise the difference between good and bad choices • I can consider ways of looking after the school or community and how to care for the local environment • I can express views and take part in decision-making activities to improve my immediate environment or communities



Year 2 3D PSHE Overview and Objectives

Autumn 2

Lesson 1	Core Theme 2 Unit 3 Fairness LESSON 4: Right and Wrong In the Right	<ul style="list-style-type: none"> Understand the difference between right and wrong I can recognise how my behaviour affects other people I can recognise right and wrong I can recognise how my behaviour and that of others may influence people both positively and negatively I can self-assess, understanding how this will help my future actions
Lesson 2	Core Theme 2 Unit 4 Family and Friends LESSON 4: Friendship Share Alike	<ul style="list-style-type: none"> Understand that all actions have consequences To take responsibility for our actions Learn from experiences Recognise what is right and wrong and how behaviour affects other people I can recognise, name and manage my feelings in a positive way I can recognise how my behaviour affects other people I can recognise how my behaviour and that of others may influence people both positively and negatively I can listen to, reflect on and respect other people's views and feeling
Lesson 3	Core Theme 1 Unit 4 Emotions LESSON 6: Aspirations It's A Goal!	<ul style="list-style-type: none"> Think about themselves, learn from experiences and recognise what they are good at Recognise choices that they can make and value their achievements How to set simple goals and targets for themselves I can recognise what I am good at I can make positive real-life choices I can recognise my strengths and how I can contribute to different groups I can set goals, prioritise and manage time and resources, understanding how this will help their future actions
Lesson 4	Core Theme 2 Unit 1 Communication LESSON 4: Co-operation Negotiation	<ul style="list-style-type: none"> Recognise the importance of listening to other people Understand the importance of being able to work cooperatively Understand the concept of negotiation I can recognise, name and manage my feelings in a positive way I can share my opinions on things that matter to me I can listen to and show consideration for other people's views I can listen to, reflect on and respect other people's views and feelings I can negotiate and present my own views

RE

How do some Jewish people celebrate Sukkot?

- Recognise that Sukkot is a Jewish festival.
- Identify ways in which Sukkot can have an impact on Jewish daily life and family.
- Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew).

What does the nativity story teach many people?

- Retell the Christmas story.
- Recognise that Christians believe Jesus was sent by God to be him in the flesh.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Recognise the connection between Christmas and Easter.

Science

Animals including humans

- Identify, name, describe features of and compare common vertebrates.
- Identify and name common carnivores, herbivores and omnivores.
- Identify, name, draw and label basic human body parts.
- Know the five senses and link these to human body parts.

Seasonal Changes

- Observe and describe changes across the four seasons.
- Observe, describe, measure and record weather across the four seasons.
- Observe the sun moving across the sky. Describe changes in day length across the seasons

Music

Year 1: Animal Rhythms

- Use body percussion and classroom percussion to play repeated rhythm patterns and short pitched patterns on tuned instruments, to maintain a steady beat.
- Respond to pulse in recorded / live music through movement and dance.
- Perform short copycat rhythms accurately, led by the teacher
- Perform short repeating rhythm patterns while keeping in time with a steady beat
- Perform word pattern chants; create, retain and perform their own rhythm patterns

Year 2: Animal Rhythms

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns and represent with stick notation
- Create and perform their own chanted rhythms with the same stick notation.