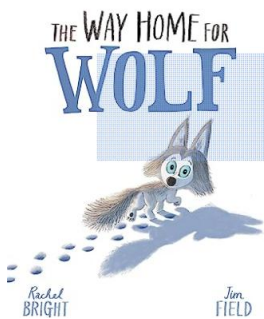
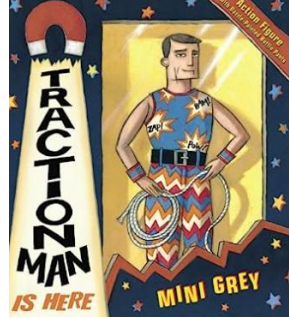
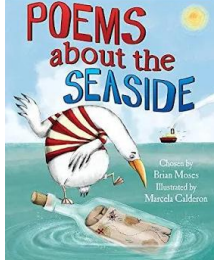
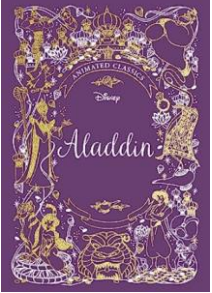
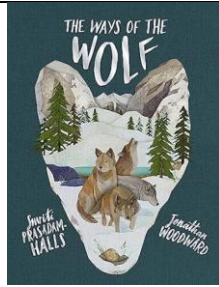
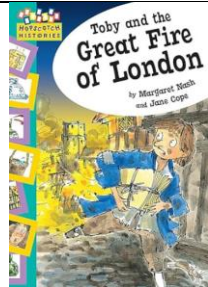
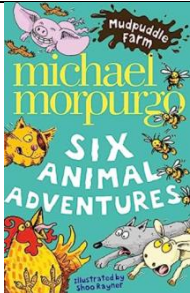
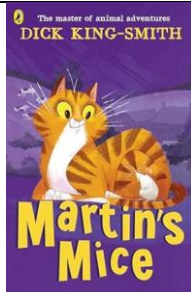
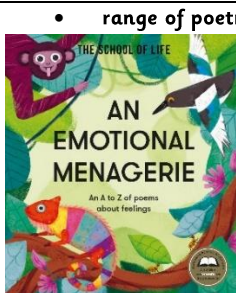
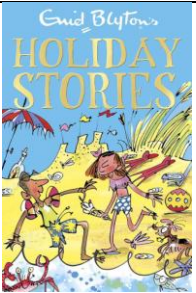


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	Autumn Term Curriculum Focus The Great Fire of London Great Fire of London Workshop		Spring Term Curriculum Focus The Farm Shop Visit to a local farm shop/farm		Summer Term Curriculum Focus The Seaside Visit to Blackpool/seaside experience	
	7 weeks 3 days	7 weeks	6 weeks	4 weeks 4 days	6 weeks 3 days	6 weeks
Key dates	Black History month October 2026 Ada Lovelace Day – Computing link 13 th October 2026 National Poetry Day 1 st October 2026 'Wonder' theme Non-Fiction November World Nursery Rhyme Week 11 th – 15 th November 2026 Anti-Bullying Week 16 th – 20 th November 2026 Christmas concert with PGHS – end December 2026		Young Voices Safer Internet Day 9 th February 2027 'Too good to be true? Keeping yourself and others safe from scams online' theme Children's mental health awareness week 1 st – 7 th February 2027 World Book Day Thursday 4 th March 2027 Science Week 5 th - 14 th March 2027 'Change and Adapt' Journee de la langue francaise – French Language Day 20 th March 2027 (Saturday) World Art Day Thursday April 15 th 2027		Earth Day – 22 nd April 2027 Sing Up Day TBC Music celebration – end July 2027	
Key Texts						
Class novel/daily reading Subject to change					• range of poetry 	

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	and other non fiction books to link with wolves					
English	The Way home for Wolf LPDS bridging unit. 10 wks total includes fiction, poetry and non-fiction non-chronological report Autumn 1 and into Autumn 2 Applying skills from both Year 1 and Year 2, this publication is based around the theme of wolves and integrates both narrative and non-fiction in a 5-6 week sequence. Children will share in the delights of The Way Home for Wolf by Rachel Bright and Jim Field, before taking on the role of researchers to find out more about wolves and other animals. Using their newly found facts, children will produce an information leaflet to inform an audience. The unit concludes with a return to fiction, where children will create an innovation based on the original story. Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). Use sentences with different forms: statement, question, command, exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks.	Non-chronological report - News reports <i>Computing/History link – green screen</i> Poems on a theme – fire / fireworks Outdoor learning opportunity 1 week Stories by the same author – 4 weeks Mini Grey <i>Traction Man</i> series Outdoor learning opportunity Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Select, generate and effectively use adjectives. Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.	Poems with a structure – Riddles 2 weeks Stories with familiar settings <i>Mudpuddle Farm: Six Animal Adventures</i> by Michael Morpurgo. Outdoor learning opportunity 3 weeks Use commas to separate items in a list. Use subordination for time using <i>when, before, and after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use present tense for non-chronological reports and persuasive adverts. Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>. Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Persuasive advert/poster - linking with a visit to a farm attraction Outdoor learning opportunity 1 week Classic poetry 2 weeks Animal adventure stories <i>Meerkat Mail</i> by Emily Gravett. <i>Geog link – Kenya / Kalahari Desert</i> 2 weeks Outdoor learning opportunity Recounts – letters/postcards <i>Meerkat Mail</i> 1 week Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. Write simple poems based on models.	Poems on a theme - seaside Outdoor learning opportunity link with Guided Reading Explanation text – beach formation 2 weeks Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day</i>. Link to texts 'Greedy Apostrophe' and 'Grandad's island' 1 week Aladdin LPDS unit A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2. 6 week unit, begin in Summer 1 and continue Summer 2	Aladdin LPDS unit A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2. Instructions – link with DT mechanisms 2 weeks Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.

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	Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers.					
S+L/Oral outcomes	Retell and sequence the story of Way Home For Wolf.	An interview with Traction man.		Perform 'Duck's Ditty' with actions.		
Poetry outcomes		Poem on a theme of fire. (History link)	Riddle based on a fruit/vegetable and perform to an audience.	A classic poem based on a model.	Poem based on a seaside theme.	Poetry based on Aladdin.
Written outcomes fiction	An innovated story based on Way Home for Wolf.		A farm story based on the Mudpuddle Farm stories.			Add a chapter to the Aladdin story.
Written outcomes non-fiction	An information leaflet about wolves.	A non-chronological report of Traction Man's missions.		Persuasive poster for Smithills Farm. Postcard based on Meerkat Mail.	Explanation text on beach formations.	Instructions on making a seaside vehicle. Persuasive poster based on Aladdin.

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English writing ongoing skills	Select, generate and effectively use nouns. Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. Develop stamina for writing in order to write at length. Write about real and fictional events. Read aloud their writing with intonation to make the meaning clear. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Learn to spell common exception words (see below). Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>. Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>. To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>. Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>. Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>. Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>. Spell words with: - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>. - the /w/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /ʃl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>. - the /l/ or /ʃl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /ʃl/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>. - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The /ɔ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The /ɔ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The /ɔ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The /ʊ/ sound spelt <i>s</i>, e.g. <i>television, usual</i> Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words which reflects the size of the letters.			
ongoing English	<table><tr><td> SSPF Super Six to support intervention. Phonics – as appropriate – children not completed and secure in The Higher Levels in Supersonic Phonic Friends Moving onto Spelling programme if secure in the Higher Levels. *New for 2022, SSPF Y2 spelling programme. </td><td> Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and </td><td> Spelling SSPF Y2 spelling programme. Pupils should be taught to: spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly </td></tr></table>	SSPF Super Six to support intervention. Phonics – as appropriate – children not completed and secure in The Higher Levels in Supersonic Phonic Friends Moving onto Spelling programme if secure in the Higher Levels. *New for 2022, SSPF Y2 spelling programme.	Grammar Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and	Spelling SSPF Y2 spelling programme. Pupils should be taught to: spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
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	Handwriting Pupils should be taught to: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	apostrophes for contracted forms and the possessive singular • learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> - the present and past tenses correctly and consistently including the progressive form - subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) - grammar for year 2 in English Appendix - some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Y2 spellings and spelling rules – Supersonic Phonic Friends Suze's Spelling Rules Y2	As Y1 and door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas and/or others according to the programme used  Year 1 & 2 Spelling Rules & Appendices Read and Write Suze's Spelling Rules & Patterns Suze's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, er and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess. At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.		
	*Subject to change depending on stage of phonic development Change the y to an i and add es Words ending in y simply adding ing Change the y to an i and add ed Change the y to an i and add er Change the y to an i and add est Drop the e and add ed Drop the e and add ing Drop the e and add y Drop the e and add er Drop the e and add est Double the consonant and add ed Double the consonant and add ing	*Subject to change Double the consonant and add y Double the consonant and add er Double the consonant and add est Add –less Add – ness Add – ment Add – ful Add – ly Choose to Use le el al il More Choose to Use	*Subject to change -tion Contractions Possessive Apostrophes Homophones
English reading	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts.	Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. Uses tone and intonation when reading aloud.	Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. Check that texts make sense while reading and self-correct.

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	Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion.	Consider other points of view. Listen and respond to contributions from others. Read words containing common suffixes e.g. <i>-er, -est, -y</i>.	Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>		
English reading ongoing	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. Read longer and less familiar texts independently. Read further common exception words, noting tricky parts. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.				
English Spoken Language	Listening and Attention Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>	Understanding Respond appropriately to adults after listening with sustained concentration. Respond appropriately to peers after listening with sustained concentration. Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i> Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others. Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i>	Speaking Speak in complete sentences in a range of different contexts. Use <i>past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>	Vocabulary Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text. Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text. Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text,	Participating, Presenting and Performing Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i> Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non- chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze</i>

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		Speak audibly when communicating with others in pairs, groups and whole class.		e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i>	<i>framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events</i> Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i> Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i> Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience. Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body.</i>
Mathematics	WHITEROSE Number: Place Value Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s NATIONAL CURRICULUM LINKS: Read and write numbers from 1 to 20 in numerals and words (Y1).	WHITEROSE Measurement: Money Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems NATIONAL CURRICULUM LINKS: Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Number: Multiplication and Division Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol	WHITEROSE Number: Fractions Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole NATIONAL CURRICULUM LINKS: Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1 2. Measurement: Time Step 1 O'clock and half past		

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	Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line. Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward. Recognise the place value of each digit in a 2-digit number (tens, ones). Compare and order numbers from 0 up to 100; use <, > and = signs. Number: Addition and Subtraction Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems NATIONAL CURRICULUM LINKS: Represent and use number bonds and related subtraction facts within 20 (Y1). Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers.	Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables NATIONAL CURRICULUM LINKS: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Measurement: Length and Height Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights NATIONAL CURRICULUM LINKS: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement: Mass, Capacity and Temperature Step 1 Compare mass	Step 2 Quarter past and quarter to Step 3 Tell the time past the hour Step 4 Tell the time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day NATIONAL CURRICULUM LINKS: Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times. Know the number of minutes in an hour and the number of hours in a day. Statistics Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms (1–1) Step 5 Interpret pictograms (1–1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10) NATIONAL CURRICULUM LINKS: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Geometry: Position and Direction Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns NATIONAL CURRICULUM LINKS: Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). CONSOLIDATION
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	Compare and order numbers from 0 up to 100; use <, > and = signs. Geometry: Shape Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes NATIONAL CURRICULUM LINKS: Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. Compare and sort common 2-D and 3-D shapes and everyday objects. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes.	Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature NATIONAL CURRICULUM LINKS: Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
Mathematics Mastering Number NCETM	Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. Pupils will: • review the composition of the numbers 6 to 9 as ‘5 and a bit’ • compare numbers using the language of comparison and use the symbols < > = • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 consolidate their understanding of the numbers 10 and 20 as ‘10 and a bit’ • consolidate their understanding of the linear number system to 20 and reason about midpoints This term will particularly support the teaching and consolidation of the following RtP criteria: • 1NPV-2	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. Pupils will: • explore how the numbers 6 to 9 can be doubled using the ‘5 and a bit’ and ‘10 and a bit’ structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints This term will particularly support the teaching and consolidation of the following RtP criteria:	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will: • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles consolidate previously taught facts and strategies through continued, varied practice This term will particularly support the teaching and consolidation of the following RtP criteria: • 2NF-1 • 2AS-1 • 2AS-2

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	• 2NF-1	• 2NPV-2 • 2NF-1 • 2AS-1	
Science See PLAN matrices	Living things and their habitats, animal survival and growth – explore and compare the differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants in their habitats, including micro habitats. - Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food. Scientist – Chris Packham Plants - observe and describe how seeds and bulbs grow into mature plants – focus on bulbs Plant in Oct/Nov and observe growth over the year	Plants - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (grow salad ingredients indoors to link with DT – plant at start of Spring term in order to grow for harvest at end of term. Also plant potatoes to harvest in summer term.) Outdoor learning opportunity Scientist – George Washington Animals - Animal Survival and Growth - notice that animals, including humans, have offspring which grow into adults. (Tadpole to frog and chick to chicken) Observe chicks hatching. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Scientist – Local vets in our community – visit from a vet.	Animals – Animal Survival and Growth (Humans) - Notice that humans have offspring which grow into adults. - Find out about and describe the basic needs of humans, for survival (water, food and air). Health – How we Grow and Stay Healthy - Describe the importance for humans of eating the right amounts of different types of food. - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Medicines can be useful when we are ill. - Medicines can be harmful if not used properly. Outdoor learning opportunity Uses of everyday materials - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Scientist – Dr Raquel Prado
Enquiry Question	The United Kingdom Where are the countries in the UK and what makes them unique? Location - Mapping	Weather and Climate Where in the world is home for Denise and how does it compare with where I live? Place - Enquiry	Seaside What makes Blackpool a popular seaside holiday? Human– Fieldwork
Geography	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge A small area of the United Kingdom	Place Knowledge A small area in a contrasting non-European country. Human and Physical Geography Use geographical vocabulary to refer to key physical and human features – Including Hill, beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, house, harbour and town	Place Knowledge A small area of the United Kingdom Human and Physical Geography Use geographical vocabulary to refer to key physical and human features – Including beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, harbour, port and town

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Key learning and skills	Mapping - Use a range of maps and globes (including picture maps) at different scales. - Use vocabulary such as bigger/smaller - Know that maps give information about places in the world (where and what) - Locate land and sea on Maps Fieldwork - Use simple compass directions Communication - Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use of ICT /Technology - Do simple searches within specific geographic software - Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.	Mapping - Recognise landmarks and basic human features of some aerial photographs. Fieldwork - Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Enquiry and Investigation - Recognise differences between their own lives and others lives. Communication - Use basic geographical vocabulary to describe specific local geographical features. - Use maps and other images to talk about everyday life eg where we live, journey to school. Use of ICT /Technology - Add simple labels to a digital map - Describe and label electronic images produced.	Mapping - Recognise landmarks and basic human features on aerial photos - Know which direction is North on an OS Map - Use and construct basic symbols in a map key - Know that symbols mean something on maps - Find a given OS symbol on a map with support. - Begin to realise why maps need a key Fieldwork - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. - Use simple compass directions Communication - Notice and describe patterns Use of ICT /Technology - Do simple searches within specific geographic software - Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.
Key vocabulary	UK, countries, capital cities, Preston, London, landmarks, maps, globes, locate, aerial photograph, population, human features, physical features locational language, directional language, fieldwork, school grounds, local area, observation, compass directions	agriculture, same, different, poverty, lifestyle, changes, place, people, environment, hot, cold, Equator coast, forest, hill, mountain, sea, ocean, river, soil, valley,	Victorian, seaside resort, land use, tourism, change, physical
History	The Great Fire of London Why was the great fire of London such a significant event? Substantive Concept – Leadership Disciplinary Concept – Cause and Consequence	British History What impact did Mary Seacole have on British history? Substantive Concept – Justice and Equality Disciplinary Concept – Change and continuity	Toys How have toys changed since the past? Substantive Concept – Childhood Disciplinary Concept – Similarities and Differences
Key learning and skills	Events People and Changes - Events beyond living memory which are significant nationally or globally. - Significant historical events, people and places in the pupils' own locality	Events People and Changes - Significant historical events, people and places in the pupils' own locality Enquiry, Interpretation and Using Sources - Use sources to answer simple questions about the past e.g. which object is older? How do we know?	Events People and Changes - Events beyond living memory which are significant nationally or globally. - Changes within living memory Enquiry, Interpretation and Using Sources

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	<u>Enquiry, Interpretation and Using Sources</u> - Choose parts of stories and other sources to show what they know about significant people and events - Make simple observations about different people, events, beliefs and communities - Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different...?’ <u>Chronology</u> - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). - Identify some similarities and differences between ways of life at different times. - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <u>Communication</u> - Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories - Retell simple stories about people and events from the past	- Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different...?’ <u>Chronology</u> - Recognise that their own lives are similar/different from the lives of people in the past - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <u>Communication</u> - Talk about who/what was significant/important in a simple historical account - Retell simple stories about people and events from the past	- Use sources to answer simple questions about the past e.g. which object is older? How do we know? - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Consider why things may change over time <u>Chronology</u> - Recognise the distinction between past and present. - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). - Recognise that their own lives are similar/different from the lives of people in the past <u>Communication</u> - Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Talk about who/what was significant/important in a simple historical account
Key vocabulary	Great Fire of London, Pudding Lane, monarchy, King Charles II, legacy, settlements, monarchy, poverty, past, present, within living memory, beyond living memory, x years ago, timeline, order, changes, historical interpretation Guy Fawkes, gunpowder plot, bonfire night, conspirators, parliament, religion, beliefs, Catholics, Protestants, monarchy, parliament, power, oppression, sources, significant	Jamaica, nurse, medicine, travel, 1805, biography, past, Crimean War, British Hotel, soldiers, medicine, front line, healing, comparison, similarities, differences, significant	past, present, old, new, change, same, different, toy, wooden, plastic, metal, handmade, battery, electronic, game, doll, teddy, spinning top, yo-yo, marbles, timeline, long ago, modern, artefact, museum, memory
Local history	‘The Great Flood’ of Preston – compare with GFoL My Cop Lane - Local houses – are there still Tudor/Stuart style houses in our local area?		How have local seaside resorts developed over time? Fleetwood and Blackpool

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Computing	Year 2 -Computing systems & networks – IT around us -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	Year 2- Creating Media – Digital Music Chrome Music lab -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work	Year 2 – Programming A - Robot Algorithms beebots & beebot pen pushers -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	Year 2 – Programming B – An introduction to quizzes scratch JR ipads -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved	Year 2 - Creating Media – Digital Photography Pixlr editing software or windows photo editor ipads -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	Year 2 - Data and information – Pictograms (j2e.com/j2data) ipads -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer
	<u>Self-Image and Identity</u> I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help	<u>Managing Online Information</u> I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’ I can explain why some information I find online may not be real or true	<u>Online Reputation</u> I can explain how information put online about someone can last for a long time I know who to talk to if something has been put online without consent or if it is incorrect	<u>Privacy and Security</u> I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) I can explain how some people may have devices in their homes connected to the internet and give examples	<u>Online Relationships</u> I can give examples of how someone might use technology to communicate with others they don’t also know offline and explain why this might be risky I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure	<u>Online Bullying</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel I can talk about how anyone experiencing bullying can get help.
ongoing Computing	Using technology: • developing typing speed, aiming for a minimum speed of 13wpm • exposure to and increasingly independently use a range of technology • make sharp, alert, secure, kind and brave online choices to help us to be internet legends. • Big Brown Bear - using learn to type to develop speed and accuracy					
Art and Design	3D and Sculpture - The children plan and create their own Tudor house, linking to their history work on the Great Fire of London.		Printing – The children build up their drawing skills to eventually create a simplified motif for printing, based on fruits and vegetables.		Digital media – The children capture, edit and create a final piece from a photograph taken of the natural world around us, linking with their computing focus on digital photography. L Burgeon to work with class on food photography session.	

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Art and Design Key learning and skills	3D and sculpture - To manipulate materials for a purpose - To understand the safety and basic care of materials and tools - To experiment with constructing and joining materials - To use simple 2D shapes to create 3D form Drawing - To observe and draw shapes from observations - To draw shapes in between objects	Printing - To print with a range of hard and soft materials - To take simple prints - To build repeating patterns - To create simple printing blocks - To design more repetitive patterns - To experiment with overprinting - To make rubbings to collect textures and patterns Drawing - To name, match and draw lines/marks from observations - To investigate textures by describing, rubbing, naming, copying	Digital media - To explore ideas using digital sources e.g. Internet - To record visual information using digital cameras or video recorders - To use a simple graphics package to create images and effects with line (changing the size of brushes) shapes (using eraser, shape and fill tools) and colours and texture (using simple filters to manipulate images) - To use basic selection and cropping tools Drawing - To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
Art and Design Key vocabulary	Image, shapes, surface, pressure, decoration, sculpture, structure, assemble, construct, model, fold, bend, attach, form	print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate	tools, brush, select, image, line, shape, eraser, fill, colour, texture, filter, select, crop
Art and Design Ongoing Y1/ Y2 key learning and skills	Exploring and Developing Ideas - Record and explore ideas from first hand observations. - Ask and answer questions about the starting points for their work. - Develop their ideas – try things out, change their minds. - Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Evaluating and Developing Work - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work or develop in future work.		
DT		Food – The children work, using their cross curricular learning, to design and create a fruit salad, inspired by 'The Farm Shop'.	Mechanisms – The children design and create a form of seaside vehicle, focussing on the purpose and design of the product being suitable for the seaside.
DT Skills		Food - To explain where food comes from. - To cut, peel, grate, chop a range of ingredients - To work safely and hygienically. - To measure and weigh food items, non-statutory measures e.g. spoons, cups. - To develop a food vocabulary using taste, smell, texture and feel. - To understand the need for a variety of foods in a diet. - To group familiar food products e.g. fruit and Vegetables	Mechanisms - To use technical vocabulary when describing mechanisms, tools and materials they use. - To try out different axle fixings and their strengths and weaknesses. - To make vehicles with construction kits which contain free running wheels. - To cut dowel using hacksaw and bench hook. - To attach wheels to a chassis using an axle. - To mark out materials to be cut using a template.
DT Key Vocabulary		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	vehicle, wheel, axle, axle holder, chassis, body, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used

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DT Ongoing Y1/Y2 Key learning and skills

Design

- To use pictures and words to convey what they want to design/make.
- To propose more than one idea for their product.
- To model ideas / make mock-ups with kits, reclaimed materials.
- To select appropriate technique explaining: First... Next... Last....
- To explore ideas by rearranging materials/ingredients.
- To select pictures to help develop ideas.
- To use drawings to record ideas as they are developed.
- To add notes to drawings to help explanations.
- To use ICT to communicate their ideas when appropriate (e.g. videos).
- To describe their models and drawings of ideas and intentions.

Make

- To discuss their work as it progresses.
- To select materials/ingredients from a limited range that will meet the design criteria.
- To select and name the tools needed to work the materials/ingredients.
- To explain what they are making.
- To explain which materials/ingredients they are using and why.
- To name the tools they are using.
- To describe what they need to do next

Evaluate

- To explore existing products and investigate how they have been made.
- To decide how existing products do/do not achieve their purpose.
- To talk about their design as they develop and identify good and bad points.
- To note changes made during the making process as annotation to plans/drawings.
- To say what they like and do not like about items they have made and attempt to say why.
- To discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Music

Adapted Charanga

Tuned and Untuned
Percussion

Questions and Answers

Understand what timbre means and identify percussion instruments by their sound.

Improvise using Question and Answer phrases on untuned instruments.

Let's Keep Singing

Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'.

Demonstrate an understanding of dynamics and tempo following written or visual instructions

Sound and Symbol 1

Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch.

Recognise the sound of different families of instruments and how each makes its sounds

Sound and Symbol 2

Recognise and write music using dots (blobs), sticks and stave notation.

Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.

Around the World

Listen to music from around the world.

Explore tempo, understanding that music can be at different speeds.

The Power of Communication

Communicate the meaning of the song with our voices and sign language.

Sing short vocal phrases independently

Songs to Learn

Hello
Hey Friends

Songs to Learn

The Wee Kirkudbright Centipede

Extra optional songs from MMC Scheme
Sparkle In The Sun

Songs to Learn

A Glockenspiel Adventure and related music

Songs to Learn

More Glockenspiel Adventures and related songs.

Songs to Learn

Hands Feet Heart

Extra optional songs from MMC Scheme

Songs to Learn

It's OK (Please Just Say)

Extra optional songs from MMC Scheme

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	Extra optional songs from MMC Scheme Music Is In My Soul Hey Friends Hello	Listen To The World Around The Orchestra Song Christmas Production All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	Extra optional songs from MMC Scheme Rainbows Hands, Feet, Heart All Around The Worlds	Extra optional songs from MMC Scheme Helping Each Other The Music Man Let's Sing Together	I Wanna Play In a Band Music Is All Around Saying Sorry	The Sunshine Song Four White Horses Down By The Bay.	
	NC		Progression of skills/ I Can Statements				
	Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Autumn 1 – Unit 1 If I close my eyes and listen, I know which of the instruments is being played.	Autumn 2 – Unit 2 I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time.	Spring 1 – Unit 3 I can play short pieces using one, two and three notes.	Spring 2 – Unit 4 I can make up my own music using our classroom instruments.	Summer 1 – Unit 5 I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes.	Summer 2 – Unit 6 I can show what a song is about using my singing voice and my hands.
	Playing instruments Play tuned and untuned instruments musically	I can clap and play rhythms that I have made up by myself	I can sing in tune with others, listening carefully to match pitch and stay together as a group.	I can tell which note is the highest pitch, which is the lowest and which is in the middle.	I can write and play from dots, sticks and stave notation	I know that tempo means speed.	I can sing parts of a song all by myself and show feelings with my voice.
	Creating Music Experiment with, create, select and combine sounds using the interrelated dimensions of music.	I enjoy singing clearly and I can also hum the tune of the songs I have learnt	I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests.	I can tell you how instruments make a sound: a part of them has to vibrate.	I can identify the strong beat in a bar of music.	I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves!	I can use puppets to share happy thoughts and feelings.
	Listening to Music Listen with concentration and understanding to a range of high-quality live and recorded music.		I can use gestures, facial expressions, and movements to bring the story or mood of the song to life.	I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument.	I can write and play patterns using the rhythm grid tool.	I can name the different instruments I hear in a song.	I can practice with my friends to get ready for a show and perform our songs or rhymes for others.
			I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests.	I can follow the music we have written using Music Explorer.	I can play simple tunes on instruments by following a pattern,	I can think about my feelings and my friends' feelings to help me sing with my whole heart.	
			I can sing loudly or quietly, fast or slow, and know the difference.	I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo)	I can make music with my friends by singing and playing together as a team.		
			Vocabulary – crotchets, minims	I know you can make a sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate,	I can talk about how performing music makes me feel and what I like about a song.		

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PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	Handball Festival 16.10.26	Dance Festival 20.11.26	Inclusion Festival 05.02.27	Wellbeing Festival 22.03.27	Tennis Festival 21.05.27	Golf/Cricket Festival 14.07.27 Dr Bike 15.6.27 a.m.
PE See GetSet4PE	<u>Fundamentals</u> In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, speed, agility, dodge, balance, jump, hop, skip. <u>Social skills:</u> Collaboration, respect, take turns, communication, encourage others. <u>Emotional skills:</u> Determination, honesty,	<u>Fitness</u> In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, stamina, skip, co-ordination, agility, strength, balance. <u>Social skills:</u> Encourage others, communication. <u>Emotional skills:</u> Determination, perseverance. <u>Thinking skills:</u> Comprehension, identify strengths and areas for improvement. <u>Invasion Games</u> In this unit pupils develop their	<u>Athletics</u> In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. <u>National Curriculum link:</u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. <u>Physical skills:</u> Run, jump for distance, jump for height, throw for distance, throw for accuracy. <u>Social skills:</u> Communication, work safely, support others. <u>Emotional skills:</u> Determination, independence. <u>Thinking skills:</u> Comprehension, observe and	<u>Dance</u> In this unit it pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. <u>National Curriculum link:</u> Perform dances using simple movement patterns. <u>Physical skills:</u> Actions, dynamics, space, relationships. <u>Social skills:</u> Respect, collaboration, work safely, communication. <u>Emotional skills:</u> Independence, confidence, perseverance, determination. <u>Thinking skills:</u> Provide feedback, comprehension, reflection, observation, creativity. -	<u>Gymnastics</u> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. <u>National Curriculum link:</u> Master basic movements as well as developing balance, agility and co-ordination. <u>Physical skills:</u> Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll. <u>Social skills:</u> Leadership, work safely, respect. <u>Emotional skills:</u> Confidence, independence. <u>Thinking skills:</u> Select and apply actions,	<u>Team Building</u> In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills. <u>National Curriculum link:</u> Participate in team games, developing simple tactics. <u>Physical skills:</u> Balance, jump, run, co-ordination. <u>Social skills:</u> Support and encourage others, communication, inclusion, trust, kindness. <u>Emotional skills:</u> Perseverance, confidence, determination, accepting. <u>Thinking skills:</u> Comprehension, identify strengths and areas for development, problem

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perseverance. Thinking skills: Comprehension, make decisions, creativity, use tactics, recall. Ball Skills In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Roll, track, dribble with feet, kick, throw, catch, dribble with hands. Social skills: Inclusion, communication, collaboration, leadership. Emotional skills: Independence, honesty, perseverance, determination. Thinking skills: Comprehension, select and apply skills, use tactics.	understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Dribble, throw, catch, kick, receive, run, jump, change direction, change speed. Social skills: Communication, kindness, support others, co-operation, respect, collaborate. Emotional skills: Empathy, perseverance, honesty, integrity, independence. Thinking skills: Creativity, select and apply, comprehension, problem solving, provide feedback.	provide feedback, explore ideas, select and apply skills. Target Games In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Roll, overarm throw, underarm throw, strike, dodge, jump. Social skills: Congratulate, support others, co-operation, kindness. Emotional skills: Manage emotions, honesty. Thinking skills: Identify areas of strength and	Yoga In this unit pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. National Curriculum link: Master basic movements as well as developing balance, agility and co-ordination. Physical skills: Balance, flexibility, strength, co-ordination. Social skills: Respect, leadership, work safely, collaboration. Emotional skills: Confidence, perseverance, honesty, focus, identify feelings. Thinking skills: Create, select and apply, comprehension, decision making, reflection.	creativity. Net and Wall Games In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Throw, catch, hit, track Social skills: Co-operation, respect, support others. Emotional skills: Perseverance, honesty. Thinking skills: Select and apply, reflection, decision making, comprehension.	solving. Striking and Fielding In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. National Curriculum link: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Physical skills: Underarm throw, overarm throw, catch, track, bowl, bat. Social skills: Communication, encourage others,
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			areas for development, select and apply, comprehension, decision making.			collaboration. Emotional skills: Honesty, perseverance, determination, acceptance. Thinking skills: Use tactics, comprehension, select and apply, decision making. South Ribble Coach – Dance From The Heart Session
FL Adapted Language Angels	Nos 1-10 recap Mini beasts	In my town Noël	Nos 11-20 Teddy bear picnic	Superheroes	Recap days of the week Seasons	Little Red Riding Hood
	Skills progression.	Listening Listen attentively and understand instructions and everyday classroom words. Recognise and respond to sound patterns and words. Listen and respond to simple stories and songs.	Speaking Say familiar words. Perform simple communicative tasks using single words and phrases. Recognise questions and negatives and politeness conventions.	Reading Respond to written language. Appreciate stories and songs in the language. Recognise some familiar words in written form.	Writing Experiment with the writing of simple words, sentences and the date.	Grammar Recognise nouns. Recognise gender. Use personal pronouns I.
PSHE Y2 Topics	Setting ground rules for PSHE lessons to be completed during the first week of term and revisited regularly. ALL CLASSROOMS TO HAVE A CLEAR CODE OF CONDUCT FOR PSHE LESSONS AND AN 'ASKIT BASKET' (age appropriate) for children to use.					
	Me, my body and staying safe	Keeping safe online	Being healthy/Looking after ourselves	Money and Work	Safety outside the home	Looking back and moving on
Y2 Lessons	Y2 Body Language Lesson One Decision Lesson	Image Sharing Y2 One Decision Lesson	Brushing Teeth Y2 One Decision Lesson		Water safety – RNLI visit	
	Y2 Staying Safe One Decision Lesson	Computer Safety Y2 One Decision Lesson	Healthy Eating Y2 One Decision Lesson		Rail safety	
	Consent: Y2 Oak Academy Respecting other people's bodies	CEOP Jessie and Friends KS1 L1 Watching Videos	Change, loss and grief: Lesson 1 What happens when things change (PSHE Association)		LCC Right Start Stage 3	
	POL-ED Y2 Keeping Safe What are private body parts? (teach from online portal)	CEOP Jessie and Friends KS1 L2 Sharing Pictures			LCC Right Start Stage 3	
	NSPCC PANTS: Lesson 2 More ANTS power (PSHE Association)	CEOP Jessie and Friends KS1 L3 Playing Games				

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	POL-ED Y2 Relationships How do I share family worries?	Oak Academy Y2 What to do if we see lies online.		HSBC money lesson		
Y2 MENTAL HEALTH AND WELL BEING: My Happy Mind	MEET YOUR BRAIN More about what our brain looks like and that it is fully grown by the age of 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes us to Fight, Flight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. We'll learn about Neuroplasticity and think of examples of how we can use it to help us. How we can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity. <i>Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'</i>	CELEBRATE About the same 5 Character Strengths as Year 1, but we will be asked to think about what each strength means and some examples of the strengths in action. The 5 Character Strengths are: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World. When we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. How to recognise the Character Strengths in ourselves. To think about which Character Strengths we would like to grow or use more of. <i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strength Spotting, Neuroplasticity, Grow</i>	APPRECIATE That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: ourselves, others, and experiences. When we show gratitude to someone, it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us. <i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing</i>	RELATE That we relate to different people in different ways and that different people relate differently, too. How our Character Strengths can help us get along with other people. We will learn that we all have different strengths, which is ok. That it is ok that some people react differently to us and that, just because their reaction is different, it isn't wrong. How to spot the characteristics of a good friend and recognise this in ourselves. How to actively listen and why this helps us to get along with others. We will look at what happens if we don't actively listen and how this can affect our ability to get along with others. That Team H-A-P feels happy when we actively listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help us with friendship issues by keeping us calm. <i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences</i>	ENGAGE When we feel good, we do good. Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practise setting goals as a class. How Happy Breathing can help when goals are tricky. <i>Vocab: Engage, Activity, Goal, Perseverance, Goal Setting, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits</i>	

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	https://questful-re.org.uk/ By following this plan, KS1 pupils will be doing a progressive study of Christianity, Islam and Hinduism and they will encounter Judaism and non-religious World Views.												
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.											
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.											
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.											
Y2	2:1 Why are Sacred Texts/Holy Books so important to people of faith?		2:2 Why do Christians believe the birth of Jesus was such good news?		2:3 Why did Jesus welcome everyone?		2:4 How do symbols help people to understand the Easter story?		2:5 Why are holy buildings and places important to people of faith?		2:6 What do Christians believe happened at Ascension and Pentecost?		
	Th	Why is a Holy Book/Sacred Text different to all other books?	Th	Why is the good news of the birth of Jesus so important to Christians?	Th	What do these stories reveal about Jesus?	Th	Why is the cross the main symbol of Christianity?	Th	Does God live in a building?	Th	What happened at Pentecost?	
	Ph	What makes something holy?	Ph	What makes news good or bad?	Ph	What is a miracle?	Ph	What is a symbol?	Ph	How do you feel when you stand in your special place?	Ph	How does it feel when we say good-bye?	
	Ss	How do people of faith treat and read their Holy Books?	Ss	How do Christmas celebrations reflect the Christian belief that Jesus is good news?	Ss	What did Jesus want his followers to learn from his behaviour?	Ss	How do Easter celebrations and symbols show what Christians believe?	Ss	Why do people of faith gather in holy places/buildings?	Ss	How do Christians express their beliefs about the Holy Spirit in artwork?	
	World Faiths and World Views Christianity Islam Judaism		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity Hinduism Islam Judaism Non-religious World Views		World Faiths and World Views Christianity		