YEAR 1/2 2021-22 2023-24	AUTUMN TERM	SPRING TERM	SUMMER TERM
RE (Year 1 Planning)	**Creation -** The Bible story of Creation. Introduces praise and psalms. Praise in the Jewish faith. **Catholic Social Teaching -** Jesus as the Light of the World. Being a light to others. Parable of the Talents. Introduces Fratelli Tutti **Advent -** Getting ready for Jesus through the eyes of Mary and Joseph and their response to God. **Christmas -** How the birth of Jesus changed others. The story of the Wise Men and their gifts	**Revelation -** Reveals how God shows himself in Jesus and the signs Jesus gave us. Jesus as a teacher and healer. Guru Nanak and the Sikh religion **Lent -** The basic meaning of Lent, linking to the life and teachings of Jesus. How we can get ready for Easter by changing. The Sabbath day **Holy Week -** The Last Supper and the Stations of the Cross	**Easter -** The impact of the Resurrection on the lives of ordinary people who witnessed it. Explores Hindu stories **Pentecost and Mission -** The events of Pentecost and how they changed Jesus' followers
RHE			**Module 2** **Unit 2: Personal Relationships** To identify the 'special people' in their lives who they love and can trust. To learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. **Unit 3: Keeping Safe (both linked to Florence Nightingale topic)** To recognise the difference between good and bad secrets. To explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. To learn about the effects of harmful substances (including alcohol and tobacco) To know some basic First Aid To know what makes a 999 emergency and what they should do if in an emergency situation.
	Module 1 **Unit 4: The Cycle of Life (link to science)** To show that God created us to follow the cycle of life and He loves us at every stage. To know about the specifics of the human life cycle and celebrate how they have already changed and grown.	**Module 3** **Unit 1: Religious Understanding (Link to RE – Lent)** To know that God made us to be in loving relationships with one another. **Module 2** **Unit 1: Religious Understanding (Link to RE – Lent)** To know that God loves us, and nothing we can do will stop Him from loving us.	**Module 3** **Unit 2: Living in the Wider World (Link to transition)** To learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Catholic Social Teaching	Rights and Responsibilities Care for Creation (Link to geography)		Dignity of Work (Linked to The Great Fire of London)		Option for the Poor Dignity of the Human Person Solidarity Call to Family and Community (All linked to Florence Nightingale)	
English	Fact Files – Foxes Instructions – Goldilocks & the Three Bears Instructions – George's Marvellous Medicine Poetry – When Daddy Fell into the Pond Character Descriptions – Goldilocks Character Descriptions – Mr Twit		Fantasy / Comic Books – Traction Man by Mini Grey Comic Books – Traction Man Diaries – Personal Diaries – Samuel Pepys Poetry – London's Burning Instructions – Linked to D & T		Information Text – Animals Biography – Florence Nightingale Non Chronological Reports – Non Chronological Reports – Recount – Activities in school	
	Story Endings – Tiddler Alternative Story Endings – Tiddler Ordering Story Events / Story Language – The Snail and the Whale Poetry – I Am Snow Writing Letters – Thank You Letters Christmas Stories		Descriptions of Settings – The Day the Crayons Came Home Rewrite a Story – The Day the Crayons Came Home Own Version of a Story – Whatever Next Postcards – The Day the Crayons Came Home Poetry for Spring - Daffadowndilly		Tales From Other Cultures – Anansi and the Turtle Recount – KS1 Visit to the Farm Tales from Other Cultures – Baba Yaga Traditional Story – Hansel & Gretel Nursery Rhymes Book Reviews	
	Grammar Y1 Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation - to demarcate sentences Capital letters for names and for the personal pronoun I Working on: letters, capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Working on - nouns, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	**Grammar Y1** Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stop, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	**Grammar Y1** Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Building skills - capital letter word, singular, plural sentence punctuation, full stops, question marks, exclamation marks	**Grammar Y2** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Building on skills - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Maths	Y1	Y2	Y1	Y2	Y1	Y2
	Place Value(10) Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number Find 1 more Count backwards within 10 Find 1 less Compare groups by matching Compare using 'fewer, greater than, equal to' Compare numbers Order objects and numbers To use the number line	**Place Value** Recap numbers to 20 Count objects to 100 by making 10s Recognise tens and ones in 2-digit numbers Use a place value chart Partition numbers to 100 Write numbers to 100 in words Partition numbers to 100 in different ways Write numbers to 100 in expanded form? To recognise and place 10s on the number line to 100 To recognise and place 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s	**Place Value (20)** Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Recognise tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers	**Money** Recognise coins and notes Count money – pence Count money – pounds (notes and coins) Count money (notes and coins) Select money Make the same amount in different ways Compare money Find the total Find the difference Find change Solve 2-step problems involving money	**Multiplication & Division** Count in 2s Count in 5s Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	**Statistics** Make tally charts Draw pictograms (1:1) Interpret pictograms (1:1) Draw pictograms (2, 5 & 10) Interpret pictograms (2, 5 & 10) To draw and interpret block graphs

	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Multiplication & Division	Fractions	Fractions
	Understand 'parts' and 'wholes'. Use a part-whole model Write number sentences. Find and write addition fact families. Explore number bonds within 10. Systematically identify number bonds within 10. Explore number bonds **to** 10. Understand addition as 'adding together' Understand addition as 'adding more' Solve addition problems Find a part Use the subtraction symbol Find addition and subtraction facts in a fact family Understand subtraction as 'taking away' Subtract using a number line Add or subtract 1 or 2	Recap bonds to 10. Recognise fact families of addition and subtraction bonds within 20. Bonds to 100 (tens) Add and subtract ones Add by making 10 Add three 1-digit number Add to the next 10. Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) Find 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a ten) Add two 2-digit numbers (across a ten) Subtract two 2-digit numbers (not across a ten) Subtract two 2-digit numbers (across a ten) Mixed addition and subtraction Compare number sentences	Add by counting on Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction crossing 10 Related facts Compare number sentences	Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the x symbol Multiplication sentences from pictures Use arrays Make doubles 2 times table 10 times table 5 times table Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd & even numbers Divide by 10 Divide by 5	Recognise, find and name a half as one of two equal parts of an object or shape. Find half of a quantity Recognise, find and name a quarter as one of four equal parts of an object or shape. Find a quarter of a quantity	Recognise and find halves and quarters Recognise a third Find a third Unit fractions Non unit fractions Equivalence of ½ & 2/4 Find ¾ Count in fractions
	Geometry – Shape Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D & 3-D shapes	**Geometry – Shape** Recognise 2-D & 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Recognise lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes	**Place Value (50)** Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s		**Position & Direction** Describe turns, including whole, half, quarter and three-quarter turns Describe position	**Position & Direction** Describe position Describe movement Describe turns Describe movement and turns Make patterns and shapes

			Length & Height	Length & Height	Place Value(100)	
		Make patterns with 2-D & 3-D shapes ***Introduce fractions in arithmetic / link to shape work***	Compare lengths and heights Measure length	Measure length (cm) Measure length (m) Compare lengths Order lengths Solve problems involving lengths using the 4 operations	Count forwards and backwards within 100 Partition numbers Compare numbers Order numbers One more, one less	
			Mass & Volume Introduce weight and mass Measure and begin to record mass Compare mass Introduce capacity and volume Measure and begin to record capacity Compare capacity	**Mass, Capacity & Volume** Compare mass Measure mass in grams Measure mass in kilograms Compare volume Measure capacity in millilitres Measure capacity in litres Measure temperature	**Money** Recognise coins Recognise notes Count in coins	**Problem Solving using the Four Operations** Consolidate use of the 4 operations and use to solve problems
				'Time' for holiday homework after introductory lessons in class Recap reading and drawing times to hour and half hour Read and draw times to 15 minute intervals Read and draw times to 5 minutes intervals	**Time** Sequence events using language before, after etc Days of the week Months of the year Read and draw time to the hour Read and draw time to the half hour Measure and begin to record time Compare times	**Time** Reading and drawing the time to 15 minutes Reading and drawing the time to 5 minutes Minutes in an hour, hours in a day Find durations of time Compare durations of time

SCIENCE	During years 1 & 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - **Asking simple questions and recognising that they can be answered in different ways** - **Observing closely, using simple equipment** - **Performing simple tests** - **Identifying and classifying** - **Using their observations and ideas to suggest answers to questions** - **Gathering and recording data to help in answering questions.**		
	-	**Plants (Year 2)** • **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**	**Body Parts/Exercise/Keeping healthy (animals including humans)** **Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene.**
	Life cycles(Y2) Animals including humans - **Notice that animals, including humans, have offspring which grow into adults** **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**	**Seasonal changes Y1** • **Observe changes across the four seasons** • **Observe and describe weather associated with the seasons and how day length varies**	

Art & Design	Pupils should be taught:
	• to use a range of materials creatively to design and make products
	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

	Topic: India	**Topic: Great Fire of London**	**Topic: Florence Nightingale**
	• To explore the celebration of Diwali. Use artistic language to discuss colour, shapes, patterns, feelings. Make comparisons to Guy Fawkes. (ORACY)	• Use imagination to create a unique landmark building with a range of shapes, lines and patterns.	Focus on sculpture/layering to develop a wide range of art and design techniques.
	• Learn about different methods of making patterns, discuss the different techniques, mediums, materials people use. (ORACY)	• Create a cityscape using the children's buildings and display in classroom.	• Use ideas and build on History knowledge by using design and sculpture to create a lantern/lamp like Florence Nightingale's. Use ORACY to discuss the history of the lamp and why it is distinguishable to her.
	• Explore block printing. Use colour, pattern, texture, line, shape, form and space to discuss and create Mehndi and Rangoli patterns. Link back to Diwali. (ORACY)	• Use drawing and painting to develop and share their ideas and imagination on the Great Fire of London, by creating silhouette pictures.	• Layer materials to create a side profile silhouette of Florence Nightingale.
	• To design painted elephant using blow patterns. Uses a range of materials and techniques to creatively design and make art.	Discuss hot colours when creating GFoL art, how do these colours make you feel? Use imagination to share ideas on the Great Fire. (ORACY)	• Create a replica of Florence Nightingale's badge with safety pin so that they can wear them themselves.
	• Design own saris, create repeating patterns.		
	ORACY: *Explain what is liked about own work and that of others*. Articulate why they chose to create those patterns using artistic language.		

	Topic: Places in own locality • Look at works of art from different times. • Develop understanding of positioning and proportion in portraits. • Develop use and control of drawing with pencils. Pay careful attention to detail, combining elements of shape, tone and line to create a portrait. • Develop observation and recording skills. • Experiment with different techniques and use brushes/paint with confidence and purpose. • To talk about the work of a range of artists, describing similarities and differences and making links to their own work. (ORACY) **Artist:**	**Topic: Seasons** **Learn about the work of a range of artists.** • Look at **Van Gogh**'s sunflowers. Produce a sunflower picture using a fork and paint to create texture and lines. • Summer art – Water – **David Hockney**. Explore the use of colour and lines used to create the shapes in the water. (ORACY) • Recreate **Van Gogh**'s starry night (Use partner talk to discuss this famous painting) (ORACY) using crayons and watercolours. Spread this over two lessons'. Use partner talk to discuss this famous painting. Make a sculpture depicting the different seasons using a brown paper bag and tissue paper. Scrunch the bag to create the texture of the tree bark and the colourful leaves to create the aesthetic of the chosen season.	Topic: Explorers • Sketch a European landmark in pencil using different pencil weights. • Create Asian inspired blossom art using pencil and pastels. Cross medium activity to develop their skills, ideas and imagination. Did they enjoy using these materials? Discuss. (ORACY) • Create a basket inspired by the South American craft of basket weaving. Use a range of materials creatively to design and make products. • To paint in the style of traditional aboriginal art. develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Layer glue and tissue paper to create a picture of the moon.
COMPUTING	**Online Safety** **Improving Mouse Skills (Y1) – Computing systems and networks** • Use computers more purposefully • Log in and navigate around a computer • Drag, drop, click and control a cursor using a mouse • Use software tools to create art on the computer	**Online Safety** **Rocket to the Moon (Y1) -Skills showcase** • Use a computer to make a list • Explain the benefits of making a list on the computer • Use a basic range of tools on graphics editing software to design a rocket • Sequence instructions • Follow instructions to build their model rocket • Input data about their rockets into a table or spreadsheet	**Online Safety** **Algorithms and Debugging (Y2) – Programming** • Decompose a game to predict the algorithms. • Give a definition for 'decomposition'. • Write clear and precise algorithms. • Create algorithms to solve problems. • Use loops in their algorithms to make their code more efficient. • Explain what abstraction is.

	Online Safety **Algorithms unplugged (Y1) – Programming** • Explain what an algorithm is. • Write clear algorithms. • Follow an algorithm. • Explain what inputs and outputs are. • Create an achievable program. • Decompose a design into steps. • Identify bugs in an algorithm and how to fix them.	**Online Safety** **What is a computer? (Y2) – Computing systems and networks** • Name some computer peripherals and their function. • Recognise that buttons cause effects. • Explain that technology follows instructions. • Recognise different forms of technology. • Design an invention which includes inputs and outputs. • Explain the role of computers in the world around them.	**Online Safety** **Word Processing (Y2) – Computing systems and networks** • Explain which are the home row keys and how to find them for typing. • Use the spacebar and backspace correctly. • Type and make simple alterations to text using buttons on a word processor. • Search for, import and alter appropriate images for a text document. • Modify text in a document. • Use copy and paste to copy text from one document to another. • Explain what information is safe to be shared online.
Design & Technology	**Huntley & Palmers:** **Design & Make a biscuit box** • Design purposeful, functional, appealing products for themselves & other users • Generate, develop, model and communicate ideas ORACY • Select from and use a range of tools, equipment and materials • Build structures, exploring how they can be made stiffer, stronger or more stable • Evaluate own work against design criteria ORACY	**Great Fire of London:** **Houses CST** **To use levers and sliders to imitate fire** • Design a functional product based on design criteria • Explore and use mechanisms in products • Select from and use a range of components including construction materials • Evaluate ideas against design criteria ORACY Additonal: • Develop, model and communicate ideas through information & communication technology (through computing topic on rockets) ORACY •	Cooking & Nutrition: Explorers To design & cook a dish • Use the basic principles of a healthy & varied diet to prepare dishes (linked to Science topic) • Understand where food comes from CST • Design purposeful and appealing products based on design criteria • Select from and use a range of components including ingredients according to their characteristics • Explore and evaluate an existing range of products • Evaluate ideas & products against design criteria
HISTORY	• Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it's represented.		
	Link with Geography **– Significant historical events, people and places in our own locality** - **Changes within living memory**	**The Great Fire of London – events beyond living memory**	**Florence Nightingale, Mary Seacole, Edith Cavell – Lives of significant individuals in the past who have contributed to national and international achievements.** ********

GEOGRAPHY	Local area - **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the and the key human and physical features of its surrounding environment** - **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key** Contrasting locality - India - **Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country**	- **Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**	Link to Explorers - **Name and locate the world's seven continents and five oceans** - **Use world maps, atlases and globes to identify the countries, continents and oceans studied** **Compare aspects of life in different periods – look at two explorers – Christopher Columbus and Neil Armstrong.**
MUSIC **Y1 Cycle**	- **Use voices expressively and creatively by singing songs and speaking chants and rhymes;** - **Play tuned and unturned instruments musically;** - **Listen with concentration and understanding to a range of high-quality live and recorded music;** - **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**		
	Introducing Beat (Aut 1/Unit 1) Find the Beat Hip Hop 1-2-3-4-5 Jazz Heads, Shoulders, Knees and Toes Hip Hop Shapes Pop We talk to animals Pop We are Together Gospel Piano Sonata No 11 Rondo (Mozart) Classical	**Adding rhythm and pitch (Aut 2/Unit 2)** Twinkle, Twinkl Reggae In the Orchestra 20th/21st century orchestral Daisy Bell 20th/21st century orchestral Dancing Dinosaurs Pop Rock-a-bye Baby Gospel I'm a little teapot Pop Sleigh Ride 20th/21st century orchestral	**Combining Pulse, Rhythm and Pitch** **(Spr 2/Unit 4)** Days of the Week Jazz:Swing Name Song Pop Cuckoo Waltz Upside Down Waltz Hush Little Baby Lullaby Who Took the Cookie? Pop The Planets: Op.32 Mars (Holst) 20th/21st century orchestral
	Nativity	**Introducing Tempo and Dynamics** **(Spr 1/Unit 3)** If You're happy and you know it Pop Sing me a song Waltz Sparkle Pop Rhythm in the way we walk Reggae Big Bear Funk Funk Baby Elephant Lullaby Cinderella Op 87 Waltz (Prokofiev) 20th/21st century orchestral	**(Summ 2)** The Bear went over the mountain Pop In the Sea 20th/21st century orchestral Alice the camel Marching Band Ten Green Bottles Country Zootime Reggae She'll be coming round the mountain Gospel The Pink Panther Theme (Mancini) Jazz

PHYSICAL EDUCATION	- Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns		
	Gymnastics -Master basic movements -Develop balance, agility and co-ordination, individually and with others. -Engage in co-operative physical activities	**Gymnastics** -Master basic movements -Develop balance, agility and co-ordination, individually and with others. -Engage in co-operative physical activities	**Gymnastics** -Master basic movements -Develop balance, agility and co-ordination, individually and with others. -Engage in co-operative physical activities
	Games – Ball skills (throwing, catching and travelling focus) -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities	**Games – Ball skills (throwing, catching and travelling focus)** -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities	**Games – Ball skills (throwing, catching and travelling focus)** -Master basic movements including throwing and catching -Develop balance, agility and co-ordianation -Participate in team games -Engage in competitive and co-operative physical activities
VISITS	**Local Visits** **Parents in school (India)**	**History Off the Page? – The Great Fire of London**	**Visit from nurse** **Bucklebury Farm Park**
Overall Topics	**THE LOCAL AREA** **INDIA**	**THE GREAT FIRE OF LONDON** **SEASONS**	**FLORENCE NIGHTINGALE / HEALTH** **EXPLORERS**