|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| YEARs 1 and 2 | Autumn 1 (7weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (5 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
| Theme | Getting to know you (2 weeks)  The Great Fire of London  F15 – Trip to the Fire Station - Life beyond the school – experience the workplace | Celebrations (1 week)  Once upon a time  F15 - Theatre Experience  F15- Visit library | Safari Surprise  F15 - Meet an animal | Dinosaurs  F15 - Visit a museum/historical site/art gallery | Food Glorious food (3 weeks)  Toys (3 weeks)  F15 - Plant it, grow it, eat it | Let’s Explore Scarborough  F15 - Visit local landmarks – Lifeboat house/harbour/lighthouse |
| LAUNCH | Fire engine visit/video | Teacher dress up/treasure box of books delivered. | Flamingo Land trip | Trip to Rotunda | Food tasting/cooking afternoon | Local walk (hidden message on beach) |
| WOW Question/Stimulus /Visits | Where is London? How does modern London compare to London in Tudor times?  How did the Great Fire start? | What makes a good story?  Does a good story need a villain?  Is there always a happy ending? | Where in the world do Animals live?  What makes animals different?  Could a lion survive in the arctic?  Can all animals be pets? | Where did the dinosaurs go?  What is a museum?  Has a dinosaur walked on Scarborough beach?  Who was Mary Anning?  Hidden Horizons  Fossil Hunt | Where does our food come from?  Can we grow our own food?  Does all food taste the same?  Can you cook?  Did my grown-ups play with the same toys as me?  How do toys work? | Where do we live?  Who would you call in an emergency at the beach?  Who is the RNLI and what do they do?  Why are lighthouses important?  Who was Grace Darling? |
| English taught writing | Getting to know you   * Fact files   The Great Fire of London   * Diary entry * Recount | Celebrations   * Bonfire/Halloween poetry * Gunpowder plot fact files * Christmas Story   Once upon a time   * Narrative * Recount | Safari Surprise   * Narrative * Fact files * Riddles | Dinosaurs   * Riddles * Descriptions * Recount * Information texts | Food Glorious food (3 weeks)   * Instructions * Recipes * Poetry * Reviews   Toys (3 weeks)   * Information texts * Explanations texts * Adverts | Let’s Explore Scarborough   * Recount * Postcards * Leaflets/adverts * Narrative |
| English taught reading | RWI scheme/ Comprehension | RWI scheme/ Comprehension | RWI scheme/ Comprehension | RWI scheme/ Comprehension | RWI scheme/ Comprehension | RWI scheme/ Comprehension |
| Class story |  |  |  |  |  |  |
| Spoken Language | Weekly show and tell | Weekly show and tell | Weekly show and tell | Weekly show and tell | Weekly show and tell | Weekly show and tell |
| Maths taught Year 1 | WRM programme   * Place Value * Addition and subtraction | WRM programme   * Addition and subtraction * Multiplication | WRM programme   * Weight and volume   Consolidation | WRM programme   * Shape * Fractions | WRM programme   * Position and direction * Time * Problem solving | WRM programme   * Division * Place Value * Length and Height |
| Maths taught Year 2 | WRM programme   * Place Value * Addition and subtraction | WRM programme   * Addition and subtraction * Multiplication | WRM programme   * Mass, capacity and temperature * Consolidation | WRM programme   * Shape * Fractions * Consolidation | WRM programme   * Position and direction * Time * Problem solving | WRM programme   * Division * Place Value * Length and Height |
| PSHE - Y1 cycle of Jigsaw units | Being me in my world | Celebrating difference | Changing me (Y1&2) | Healthy me | Relationships | Dreams and goals |
| British Values |  |  |  |  |  |  |
| Science Year 1  Throughout the year:  Seasonal Change:  Pupils should be taught to:   observe changes across the four seasons   observe and describe weather associated with the seasons and how day length  varies.  Throughout the year:  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. | Materials/Working Scientifically  NC:  Pupils should be taught to:   distinguish between an object and the material from which it is made   identify and name a variety of everyday materials, including wood, plastic, glass,  metal, water, and rock   describe the simple physical properties of a variety of everyday materials   compare and group together a variety of everyday materials on the basis of their  simple physical properties. | Materials/Working Scientifically  NC:  Pupils should be taught to:   distinguish between an object and the material from which it is made   identify and name a variety of everyday materials, including wood, plastic, glass,  metal, water, and rock   describe the simple physical properties of a variety of everyday materials   compare and group together a variety of everyday materials on the basis of their  simple physical properties. | Animals  NC:  Pupils should be taught to:   identify and name a variety of common animals including fish, amphibians, reptiles,  birds and mammals   identify and name a variety of common animals that are carnivores, herbivores and  omnivores | Animals / Humans  NC:  Pupils should be taught to:   identify and name a variety of common animals including fish, amphibians, reptiles,  birds and mammals   identify and name a variety of common animals that are carnivores, herbivores and  omnivores | Plants  NC:  Pupils should be taught to:  identify and name a variety of common wild and garden plants, including deciduous  and evergreen trees   identify and describe the basic structure of a variety of common flowering plants,  including trees. | Plants  NC:  Pupils should be taught to:  identify and name a variety of common wild and garden plants, including deciduous  and evergreen trees   identify and describe the basic structure of a variety of common flowering plants,  including trees. |
| Science Year 2  Throughout the year:  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. | Materials/Working Scientifically  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, | Materials/Working Scientifically  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. | Living things and their habitats  Pupils should be taught to:   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 and animals in their habitats, including microhabitats   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. | Animals / 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) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Plants  Pupils should be taught to: ♣ 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. | Plants  Pupils should be taught to: ♣ 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. |
| **GEOGRAPHY**  Pupils should be taught to:  Locational knowledge   * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   Place knowledge   * 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 Human and physical geography (taught in Year A) * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: * key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including city, town, village, factory, farm, house, office, port, harbour and shop   Geographical skills and fieldwork   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Key facts to be learnt by retrieval   * Name and locate the four countries of the UK. * Name the capital cities in the UK   NC - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  To use world maps, atlases and globes to identify the United Kingdom and its countries | Key facts to be learnt by retrieval   * Name and locate the 7 continents * Name and locate the 5 oceans   NC- name and locate the world’s seven continents and five oceans | Safari Surprise  Key facts to be taught   * Hot and cold countries in relation to the equator * North and South poles * Identify seasonal and daily weather patterns.   NC - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Dinosaurs  Key facts to be taught   * use basic geographical vocabulary * Physical features of an environment * Human features of an environment   NC to 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  To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Key facts to be learnt by retrieval  • Name and locate the four countries of the UK.  • Name the capital cities in the UK  • Name and locate the 7 continents  • Name and locate the 5 oceans  NC - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  To use world maps, atlases and globes to identify the United Kingdom and its countries  To name and locate the world’s seven continents and five oceans | Let’s explore Scarborough  NC -use basic geographical vocabulary to refer to:  key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including city, town, village, factory, farm, house, office, port, harbour and shop |
| **HISTORY**  Pupils should be taught about:   changes within living memory. Where appropriate, these should be used to reveal  aspects of change in national life   events beyond living memory that are significant nationally or globally [for example, the  Great Fire of London, the first aeroplane flight or events commemorated through  festivals or anniversaries]   the lives of significant individuals in the past who have contributed to national and  international achievements. Some should be used to compare aspects of life in  different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus  and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and  LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale  and Edith Cavell]   significant historical events, people and places in their own locality. | Great Fire of London  NC-   events beyond living memory that are significant nationally or globally [for example, the  Great Fire of London, the first aeroplane flight or events commemorated through  festivals or anniversaries] | Bonfire night  NC –   events beyond living memory that are significant nationally or globally [for example, the  Great Fire of London, the first aeroplane flight or events commemorated through  festivals or anniversaries] |  | Dinosaurs – Significant individual – Mary Anning  NC –  the lives of significant individuals in the past who have contributed to national and  international achievements. Some should be used to compare aspects of life in  different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus | changes within living memory (toys)  NC-   changes within living memory. Where appropriate, these should be used to reveal  aspects of change in national life | Local history  NC-   significant historical events, people and places in their own locality. |
| Art  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. | Create pictures of Great Fire of London  Develop collages, based on a simple drawing, using papers and materials  Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures  NC-  to use a range of materials creatively to design and make products   to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Mondrian/Paul Klee or (primary colours)  Describe the work of artists such as Mondrian to help work on basic drawing skills i.e., using a ruler to draw straight lines. Paul Klee to introduce blocks of colour  Recognise and name primary and secondary colours  Mix primary colours to make secondary colours  NC - 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. | Sponge print, block print to form patterns, experiment with amounts of paint applied and develop control African prints  African Animal sunset pictures. Colour blending and shades.  NC To develop a wide range of art and design techniques in using colour, pattern, texture,  line, shape, form and space | Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks /rocks leaves etc in the style of Andy Goldsworthy, Art in Nature  Children make a sculpture/collage in the style of James Brunt  to use a range of materials creatively to design and make products  NC - 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. |  |  |
| Computing  Teach Computing Year A (Y1 units) | Internet Safety  NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on  the internet or other online technologies. | Internet Safety  NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on  the internet or other online technologies. | Unit 1  Technology around us  NC – to recognise common uses of information technology beyond school  To use technology purposefully to create, organise, store, manipulate, and retrieve digital content  To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Unit 3  Digital Writing  NC – to use technology purposefully to create, organise, store, manipulate, and retrieve digital content  To use technology safely and respectfully, keeping personal information private | Unit 4  Grouping Data  NC – to use technology purposefully to create, organise, store, manipulate, and retrieve digital content  To use technology safely and respectfully | Unit 5  Moving a Robot  NC – to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  To create and debug simple programs  To use logical reasoning to predict the behaviour of simple programs  To recognise common uses of information technology beyond school |
| Design and Tech.  When designing and making, pupils should be taught to:  **Design**  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **Make**  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Evaluate**  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria  Technical knowledge  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from. | Children to make Tudor buildings.  NC - design purposeful, functional, appealing products for themselves and other users  based on design criteria   select from and use a range of tools and equipment to perform practical tasks [for  example, cutting, shaping, joining and finishing]   select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   evaluate their ideas and products against design criteria | Design and make a page from a story with a slider or a lever.  NC- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products  design purposeful, functional, appealing products for themselves and other users based on design criteria   select from and use a range of tools and equipment to perform practical tasks [for  example, cutting, shaping, joining and finishing]  evaluate their ideas and products against design criteria |  |  | Food Glorious Food  NC -   use the basic principles of a healthy and varied diet to prepare dishes   understand where food comes from. |  |
| RE – NYCC | 1.4 What can we learn from scared books?  Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3)  . • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).  • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).  • Talk about issues of good and | Opening up Christmas  1.3 Who is Jewish and what do they believe?  Talk about how the mezuzah in the home reminds  Jewish people about God (A3).  • Talk about how Shabbat is a special day of the  week for Jewish people, and give some examples  of what they might do to celebrate Shabbat (B1).  • Re-tell a story that shows what Jewish people at  the festivals of Sukkot, Chanukah or Pesach might  think about God, suggesting what it means (A2).  • Ask some questions about believing | 1.5 What makes some places sacred?  Identify special objects and symbols found in a  place where people worship and be able to say  something about what they mean and how they  are used (A3).  • Talk about ways in which stories, objects,  symbols and actions used in churches, mosques  and/or synagogues show what people believe  (B2).  • Describe some of the ways in which people use  music in worship, and talk about how different  kinds of music makes them feel (C1).  • Ask good questions during a school visit about  what happen | 1.7 What does it mean to belong to a faith community?  Recognise and name some symbols of belonging  from their own experience, for Christians and at  least one other religion, suggesting what these  might mean and why they matter to believers  (A3).  • Give an account of what happens at a traditional  Christian infant baptism /dedication and suggest  what the actions and symbols mean (A1).  • Identify two ways people show they belong to  each other when they get married (A1).  • Respond to examples | 1.1 Who is a Christian and what do they believe?  Talk about some simple ideas about Christian  beliefs about God and Jesus (A1).  • Re-tell a story that shows what Christians might  think about God, in words, drama and pictures,  suggesting what it means (A2).  • Talk about issues of good and bad, right and wrong  arising from the stories (C3).  • Ask some questions about believing i | Opening up Easter  1.6 How and why do we celebrate sacred times?  Identify some ways Christians celebrate  Christmas/Easter/Harvest/Pentecost and some  ways a festival is celebrated in another religion (A1).  • Re-tell stories connected with Christmas/  Easter/Harvest/Pentecost and a festival in another  religion and say why these are important to  believers (A2).  • Ask questions and suggest answers about stories to  do with Christian festivals and a story from a festival  in another religion (B1).  • Collect examples of what people do, give, sing,  remember or think about at the religious  celebrations studied |
| Music – Charanga | Hey You!  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. | Rhythm in the way we walk and Banana rap  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. | Reflect, Rewind and Replay  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. | Round and Round  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. | Your Imagination  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. | In the Groove  Pupils should be taught to:   use their voices expressively and creatively by singing songs and speaking chants and  rhymes   play tuned and untuned 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. |
| PE  NC - 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. | Locomotion: Jumping  Key Success Criteria  Pupils will apply the correct technique  for jumping and explore skipping. Pupils will develop their jumping skills and jump  into spaces to avoid the defenders.  Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.  Pupils will start to give and receive feedback concerning the jumping  technique. Fairness will be applied as pupils play by the rules.  Pupils will continue to develop and apply life skills such as courage and  honesty as they play within the rules of the  game and jump confidently. | Ball Skills: Hands  Key Success Criteria  Pupils will be able to send a ball towards a target, applying the correct  technique and aiming carefully. Pupils will also be able to receive and stop a ball. Pupils will demonstrate developing concentration skills as they focus on the  target, their partner and the ball.  Pupils will develop life skills such as fairness and empathy as they work well  with others and play by the rules.  Pupils will develop and apply life skills such as self-belief and honesty as they  strive to improve their own performance and always keep the score playing fairly | Gymnastics: Body Parts  Key Success Criteria  Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying ‘champion gymnastics’ and start to link movements.  Pupils will experiment moving in a variety of ways understanding the  differences between each type of movement. Pupils will be creative as they link movements.  Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other.  Pupils will support  each other and share apparatus.  Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing. | Health and Wellbeing  Key Success Criteria  Pupils will move showing agility, be  able to remain balanced and apply  coordination in activities and within circuit challenges.  Pupils will demonstrate a basic  understanding of agility, balance and  coordination and why they are important.  Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.  Pupils will demonstrate honesty and self-belief as they try their hardest to improve  their performances and keep their score. | Ball Skills: Feet  Key Success Criteria  Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop  their ability to pass the ball accurately.  Pupils will demonstrate developing concentration skills as they focus on the  target, their partner and the ball.  Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.  Pupils will develop and apply life skills  such as self-belief and honesty as they  strive to improve their own performance and always keep the score playing fairly. | Games for Understanding  Key Success Criteria  Pupils will be able to run and stay in a  space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.  Pupils will start to create and apply  simple tactics for attacking and defending.  Pupils will develop an understanding of why rules are important in a game.  Pupils will develop life skills such as  empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.  Pupils will continue to develop and  apply honesty as they play by the rules and keep the score. |
| BUDGET | Fire station trip (Free)  Baking bread (Ingredients required)  Making tudor house | Library trip (Free) | Meet an animal  Trip to Flamingoland or Whitby Falconers  Trip to St Mary’s Church. | Rotunda museum (free?) | Food glorious food –  Ingredients for cooking projects.  Trip to local restaurant.  Planting -seeds, compost etc | Lifeboat house trip (free) |