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| 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 LondonF15 – Trip to the Fire Station - Life beyond the school – experience the workplace | Celebrations (1 week)Once upon a timeF15 - Theatre ExperienceF15- Visit library | Safari SurpriseF15 - Meet an animal | DinosaursF15 - 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 ScarboroughF15 - 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 HorizonsFossil 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
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| 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
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| 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 lengthvaries.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 ScientificallyNC: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 theirsimple physical properties. | Materials/Working ScientificallyNC: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 theirsimple 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 andomnivores | Animals / HumansNC: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 andomnivores | PlantsNC: Pupils should be taught to:identify and name a variety of common wild and garden plants, including deciduousand evergreen trees identify and describe the basic structure of a variety of common flowering plants,including trees. | PlantsNC: Pupils should be taught to:identify and name a variety of common wild and garden plants, including deciduousand 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 Scientificallyidentify 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 Scientificallyidentify 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 habitatsPupils should be taught to: explore and compare the differences between things that are living, dead, and thingsthat have never been alive identify that most living things live in habitats to which they are suited and describehow different habitats provide for the basic needs of different kinds of animals andplants, 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 ideaof a simple food chain, and identify and name different sources of food. | Animals / Humansnotice 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. | PlantsPupils 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. | PlantsPupils 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 KingdomTo 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 SurpriseKey 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 PolesTo 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 | DinosaursKey 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 keyTo 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 oceansNC - name, locate and identify characteristics of the four countries and capital cities of the United KingdomTo use world maps, atlases and globes to identify the United Kingdom and its countriesTo name and locate the world’s seven continents and five oceans | Let’s explore ScarboroughNC -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 weatherkey 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 revealaspects of change in national life events beyond living memory that are significant nationally or globally [for example, theGreat Fire of London, the first aeroplane flight or events commemorated throughfestivals or anniversaries] the lives of significant individuals in the past who have contributed to national andinternational achievements. Some should be used to compare aspects of life indifferent periods [for example, Elizabeth I and Queen Victoria, Christopher Columbusand Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder andLS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingaleand Edith Cavell] significant historical events, people and places in their own locality. | Great Fire of LondonNC-  events beyond living memory that are significant nationally or globally [for example, theGreat Fire of London, the first aeroplane flight or events commemorated throughfestivals or anniversaries] | Bonfire nightNC – events beyond living memory that are significant nationally or globally [for example, theGreat Fire of London, the first aeroplane flight or events commemorated throughfestivals or anniversaries]  |  | Dinosaurs – Significant individual – Mary Anning NC –the lives of significant individuals in the past who have contributed to national andinternational achievements. Some should be used to compare aspects of life indifferent 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 revealaspects of change in national life | Local historyNC-  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 coloursNC - 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 printsAfrican 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 NatureChildren make a sculpture/collage in the style of James Brunt to use a range of materials creatively to design and make productsNC - 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 SafetyNC - 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 onthe internet or other online technologies. | Internet SafetyNC - 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 onthe internet or other online technologies. | Unit 1Technology around usNC – to recognise common uses of information technology beyond schoolTo use technology purposefully to create, organise, store, manipulate, and retrieve digital contentTo 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 contentTo 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 contentTo 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 instructionsTo create and debug simple programsTo use logical reasoning to predict the behaviour of simple programsTo 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 criteriaGenerate, 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 productsEvaluate their ideas and products against design criteriaTechnical knowledgeBuild structures, exploring how they can be made stronger, stiffer and more stableExplore and use mechanisms [for example, levers, sliders, wheels and axles], in their ProductsUse the basic principles of a healthy and varied diet to prepare dishesUnderstand where food comes from. | Children to make Tudor buildings.NC - design purposeful, functional, appealing products for themselves and other usersbased on design criteria select from and use a range of tools and equipment to perform practical tasks [forexample, 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 productsdesign 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 [forexample, cutting, shaping, joining and finishing]evaluate their ideas and products against design criteria |  |  | Food Glorious FoodNC -  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 Christmas1.3 Who is Jewish and what do they believe? Talk about how the mezuzah in the home remindsJewish people about God (A3).• Talk about how Shabbat is a special day of theweek for Jewish people, and give some examplesof what they might do to celebrate Shabbat (B1).• Re-tell a story that shows what Jewish people atthe festivals of Sukkot, Chanukah or Pesach mightthink 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 aplace where people worship and be able to saysomething about what they mean and how theyare used (A3).• Talk about ways in which stories, objects,symbols and actions used in churches, mosquesand/or synagogues show what people believe(B2).• Describe some of the ways in which people usemusic in worship, and talk about how differentkinds of music makes them feel (C1).• Ask good questions during a school visit aboutwhat happen | 1.7 What does it mean to belong to a faith community?Recognise and name some symbols of belongingfrom their own experience, for Christians and atleast one other religion, suggesting what thesemight mean and why they matter to believers(A3).• Give an account of what happens at a traditionalChristian infant baptism /dedication and suggestwhat the actions and symbols mean (A1).• Identify two ways people show they belong toeach 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 Christianbeliefs about God and Jesus (A1).• Re-tell a story that shows what Christians mightthink about God, in words, drama and pictures,suggesting what it means (A2).• Talk about issues of good and bad, right and wrongarising from the stories (C3).• Ask some questions about believing i | Opening up Easter1.6 How and why do we celebrate sacred times?Identify some ways Christians celebrateChristmas/Easter/Harvest/Pentecost and someways a festival is celebrated in another religion (A1).• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in anotherreligion and say why these are important tobelievers (A2).• Ask questions and suggest answers about stories todo with Christian festivals and a story from a festivalin another religion (B1).• Collect examples of what people do, give, sing,remember or think about at the religiouscelebrations studied |
| Music – Charanga | Hey You!Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. | Rhythm in the way we walk and Banana rapPupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. | Reflect, Rewind and ReplayPupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. | Round and RoundPupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. | Your ImaginationPupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. | In the GroovePupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants andrhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recordedmusic experiment with, create, select and combine sounds using the inter-related dimensionsof music. |
| PENC - 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 activitiesParticipate in team games, developing simple tactics for attacking and defendingPerform dances using simple movement patterns. | Locomotion: Jumping Key Success CriteriaPupils will apply the correct techniquefor jumping and explore skipping. Pupils will develop their jumping skills and jumpinto 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 jumpingtechnique. Fairness will be applied as pupils play by the rules.Pupils will continue to develop and apply life skills such as courage andhonesty as they play within the rules of thegame and jump confidently. | Ball Skills: HandsKey Success CriteriaPupils will be able to send a ball towards a target, applying the correcttechnique and aiming carefully. Pupils will also be able to receive and stop a ball. Pupils will demonstrate developing concentration skills as they focus on thetarget, their partner and the ball.Pupils will develop life skills such as fairness and empathy as they work wellwith others and play by the rules.Pupils will develop and apply life skills such as self-belief and honesty as theystrive to improve their own performance and always keep the score playing fairly | Gymnastics: Body Parts Key Success CriteriaPupils 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 thedifferences 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 supporteach 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 WellbeingKey Success CriteriaPupils will move showing agility, beable to remain balanced and applycoordination in activities and within circuit challenges.Pupils will demonstrate a basicunderstanding of agility, balance andcoordination 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 improvetheir performances and keep their score. | Ball Skills: FeetKey Success CriteriaPupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will developtheir ability to pass the ball accurately.Pupils will demonstrate developing concentration skills as they focus on thetarget, 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 skillssuch as self-belief and honesty as theystrive to improve their own performance and always keep the score playing fairly. | Games for UnderstandingKey Success CriteriaPupils will be able to run and stay in aspace, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.Pupils will start to create and applysimple tactics for attacking and defending.Pupils will develop an understanding of why rules are important in a game.Pupils will develop life skills such asempathy 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 andapply 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 animalTrip to Flamingoland or Whitby FalconersTrip 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) |