

| Year 1 & 2 A  | Spring 1  | Spring 2  |   |
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| <b>Reading</b><br>(See English Overviews for more detail) | <p><b>Shared Readers:</b><br/>Owl Babies<br/>Hansel and Gretel<br/>Mr Majeka (Class Reader)<br/>The Environment (non-fiction class reader)<br/>One Day on our Blue Planet</p> <p><b>Key Poems:</b><br/>Acrostic Poems</p> <p><b>Guided Reading Focus:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Inference</li> <li>3. Prediction</li> <li>4. Explanation</li> <li>5. Retrieval</li> <li>6. Sequence</li> </ol> | <p><b>Shared Readers:</b><br/>The Emperors Egg<br/>Charlie and the Chocolate Factory (Class Reader and writing stimulus)<br/>Antartica (non-fiction class reader)</p> <p><b>Key Poems:</b><br/>Open a book</p> <p><b>Guided Reading Focus:</b></p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Vocabulary</li> <li>3. Inference</li> <li>4. Retrieval, Prediction</li> <li>5. Explanation</li> <li>6. Retrieval, Sequence</li> </ol> |   |
| <b>Writing</b><br>(See English Overviews for more detail) | <p>W 1 – Holiday recount</p> <p>W2-3 Stimulus: Owl Babies (Setting description) – <b>Expanded noun phrase</b></p> <p>W3-5 Stimulus: Hansel and Gretel (Traditional Tale). Use for paragraphing.</p> <p>W5 – 6 – Stimulus – One Day on our Blue Planet Inform (Letter – persuasive)</p> <p>W6 Assessment Writing</p>   | <p>W 1-2 Stimulus: The Emperor`s Egg. (Narrative used to create a fact file)</p> <p>W3 Stimulus: Open a book (Poem)</p> <p>W 4-5 Stimulus: Charlie and the Chocolate Factory – (Narrative) used to describe a character and setting and design own chocolate bar and describe.</p> <p>W6 Assessment Writing</p>   |   |
| <b>Maths</b><br>(See Unit Plans for more detail)          | <p><b>Year 1</b></p> <p>W1-4: Measures<br/>W5-7: Numbers within 50<br/>W8-9: Time<br/>W10-11: Calculating with 50<br/>W12: Geometry – position and direction</p>  | <p><b>Year 1½</b></p> <p>W1-3: Geometry - shape<br/>W4-7: Fractions<br/>W8: Assessment<br/>W9-10: Money<br/>W11-12: Time</p>  | <p><b>Year 2</b></p> <p>W1-3: Geometry - shape<br/>W4-7: Fractions<br/>W8: Assessment<br/>W9-10: Money<br/>W11-12: Time</p> |
| <b>Science</b>  | <p>Growing up Y2</p> <ol style="list-style-type: none"> <li>1. Parents and offspring</li> <li>2. Life cycles of humans</li> <li>3. Life cycles of different mammals</li> <li>4. Life cycles of amphibians</li> <li>5. Butterfly life cycle and differences</li> <li>6. Assessment</li> </ol>  | <p>Plants Light and Dark Y2</p> <ol style="list-style-type: none"> <li>1. Start investigation -Explore plants</li> <li>2. Plants parts</li> <li>3. What do plants need</li> <li>4. Light and dark</li> <li>5. Conclude investigation / assessment</li> </ol>  |   |

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| <b>History</b>   |  | <b>King's Queens and Leaders</b><br>1. Kings and Queens<br>2. King John I and the Magna Carta<br>3. Henry III and Parliament<br>4. Charles I<br>5. Oliver Cromwell and the Commonwealth                            |
| <b>Geography</b> | <b>The UK Y1 (Both Years)</b><br>1. The four countries in the United Kingdom<br>2. England<br>3. Scotland<br>4. Wales<br>5. Northern Ireland   |  |
| <b>Art</b>       | <b>Architecture Y1</b><br>1. What is architecture?<br>2. The purpose of different buildings<br>3. Architectural features<br>4. Features of Southwark Cathedral<br>5. Designing a building  | <b>Style in Art/ Narrative Art</b><br>1. Style— How a piece of art looks<br>2. Van Gogh's changing style 3/4. Painting in the style of Van Gogh<br>5. Narrative Art— Stories in Art<br>6. Characters in Art        |
| <b>DT</b>        |  | <b>Moving Pictures</b><br>Research levers and sliders and generate ideas<br>Make a moving picture with levers and sliders<br>Evaluate against criteria and existing products<br>– link to what plants need to grow |
| <b>RE</b>        | <b>Judaism</b><br>1/3/5 The Seder Meal<br>2/4/6 Jewish traditions and practices  | <b>Christianity</b><br>1/3/5 The Easter Story<br>2/4/6 Christian beliefs about the resurrection  |
| <b>Computing</b> | <b>Creating media – Digital Writing</b><br>6. Exploring the keyboard<br>6. Adding and removing text<br>7. Exploring the toolbar<br>8. Making changes to writing<br>9. Explaining my choices<br>0. Pencil or keyboard?  | <b>Grouping data</b><br>Label and match<br>Group and count<br>Describe and object<br>Making different groups<br>Comparing objects<br>Answering questions   |
| <b>Music</b>     | <b>Football</b><br><b>Lesson 1:</b> Learn the chant.<br><b>Lesson 2:</b> Practise the chant and create a simple ostinato on untuned percussion.<br><b>Lesson 3:</b> Make a video recording of children singing ( <i>Rain is falling down</i> ). Progression snapshot 2.<br><b>Lesson 4:</b> Compose melodies using mi-re-do (E-D-C) and the rhythm of the words from <i>Football</i> .<br><b>Lesson 5:</b> Compose and perform word patterns in groups.<br><b>Lesson 6:</b> Compose melodies for their own word patterns using mi-re-do (E-D-C). | 6-9 Instruments: Learning to play an Ocarina   |

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| PE        | <p><b>Target games:</b></p> <ol style="list-style-type: none"> <li>1.Power when aiming at a target</li> <li>2. Overarm throwing and scoring</li> <li>3.Kicking towards a target</li> <li>4.Striking towards a target</li> <li>5.Hit a moving target</li> <li>6.Select appropriate skills to play a game</li> </ol>  | <p><b>Send &amp; Receive:</b></p> <ol style="list-style-type: none"> <li>1.Rolling and throwing the ball towards a target</li> <li>2.Receiving a rolling ball and tracking</li> <li>3.Send and receive a ball with feet</li> <li>4. Throwing and catching over short distance</li> <li>5.Throwing and catching over longer distance</li> <li>6. Apply send and receive skills to small games.</li> </ol> <p><b>Team Building:</b></p> <ol style="list-style-type: none"> <li>1. Co-operate and communicate</li> <li>2.Explore and develop teamwork skills</li> <li>3.develop communication skills</li> <li>4.communicate to lead a partner</li> <li>5.Plan with a partner and small group to solve problems</li> <li>6.communicate with small group to solve challenges</li> </ol> |
| PSHE/RSHE | <ol style="list-style-type: none"> <li>1. Safeguarding Online Relationships</li> <li>2. Character/ Go Givers: Anna`s Monster Lies</li> <li>3. British/ Go Givers: Name Calling – Sticks and Stones</li> <li>4. British/ Go Givers: Schools Out – Who do you love?</li> <li>5. NWA Yr1 Lesson 2: Caring Friendships – Resolving Disagreements</li> <li>6. NWA Yr1 Lesson 4: Online relationships/ internet safety and harms – Sharing Photos</li> <li>7. NWA Yr2 Lesson 1: Families and People who Care for me – Different Families and Love</li> <li>8. NWA Yr2 Lesson 4: Online Relationships/ Internet Safety and Harm – Sharing Information</li> </ol> | <ol style="list-style-type: none"> <li>1. Safeguarding Online Reputation</li> <li>2. Safeguarding/Fire Service: Fire Safety</li> <li>3. Environments/ Go Givers: Protecting Local Habitats</li> <li>4. Environments/ Go Givers: Saving Energy</li> <li>5. Character/ Go Givers: Resilience: Bouncing Back</li> <li>6. NWA Yr1 Lesson 5: Being Safe – Able to Ask for Help</li> </ol>   |