

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	Helping hands		Wonderful Weather		Around the World		Toys		Titanic		Castles	
Core	<b>English</b> Recount (summer holidays) Fact file – Emergency services Diary – Florence Nightingale Narrative – Percy the Park Keeper	<b>Maths</b> Place value and number Addition Subtraction Shape	<b>English</b> Weather poetry (acrostic) Recount – newspaper report Instructions – How to make a windmill/sundial. Narrative – The Jolly Christmas Postman Letters to Santa	<b>Maths</b> Multiplication Division Fractions Time Measures – length	<b>English</b> Non-chron – Fact file of continents. Narrative – James and the Giant Peach. Recount – James and the Giant Peach diary.	<b>Maths</b> Position and direction Statistics Measures Place value recap Money	<b>English</b> Narrative – Traction man Instructions – Make a board game Poetry	<b>Maths</b> 2D/3D shapes Fractions Capacity	<b>English</b> Non-chron – Fact file Titanic Recount – Diary Narrative – Creating own Titanic narrative Persuasion – Poster to promote Titanic	<b>Maths</b> Recap addition and subtraction Recap multiplication and division Measures – length and temperature  <b>SAT's</b>	<b>English</b> Poetry (rhyming) Now Press Play Instructions – linked to clay model Fact file - castles	<b>Maths</b> Measures Fractions Statistics
Reading focus	George's marvellous medicine poem		The Jolly Christmas Postman Bonfire Poetry The Twits		James and the Giant Peach. Dragon's in the city Around the world in 80 days		Traction man Insect Riddles Dogger		A planet full of plastic Titanic fact files		Marge in Charge	
Guided Reading	Percy the Park Keeper				Arctic Animal Fact Files		Toys in space		The Hodgeheg		Winnie and Wilbur – The Naughty Knight	
Geography			Weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles of the UK.		Continents and oceans Comparing local area to New York – physical and human features. Recognising landmarks using aerial photographs				The UK's surrounding seas Devise map and key.		Castle locations on maps – describe features and routes using directional language.	
History	Significant historical figures – Florence Nightingale.				Christopher Columbus.				Events beyond living memory that are significant locally or nationally – Titanic.		Person from history in locality – The Wentworth Brothers.	
DT			Designing and making salt dough bauble.		Making fruit salad		Make a board game		Model of Titanic using shoeboxes		Designing and creating shield.	
Art	LS Lowry – Portraits in Victorian style. Sketching.		Observational drawings. Christmas art – calendars, cards.		Colour mixing – peach colours Insects in the style of Quentin Blake		Andy Warhol Printing		JMW Turner – Portholes Colour layering painting waves		Clay tower	
Science (Year 1 objectives)	Seasonal change (Y1) Measuring rainfall. Looking at pattern over the year.		Seasonal change – how the day length changes.		Plants (Y1)– labelling and naming plants. Common wild and garden plants & deciduous and ever green trees. Plant structures.		Plants (Y2) – observe and describe how seeds and bulbs grow in to mature plants.		Discrete- Floating and sinking investigation.		Working scientifically - Observation	
Science Investigation	Measuring rainfall.		Shadows investigation.		Observing plants in the local environment.		Growing bean plants – what plants need to grow		Floating and sinking investigation.		Using magnifying glasses and microscopes.	
Computing	Improving mouse skills  Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Algorithms unplugged  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		Rocket to the moon  Use technology purposefully to create, organise, store, manipulate and retrieve digital content		What is a computer?  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		Algorithms and debugging  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions		Word processing  Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Use technology safely and respectfully, keeping personal information private; identify where	

	Recognise common uses of information technology beyond school 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	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs		Recognise common uses of information technology beyond school		to go for help and support when they have concerns about content or contact on the internet or other online technologies
<b>RE</b>	Our Wonderful World To identify things that make our world special. To explore the Jewish, Christian and Islamic creation stories. To explore the Hindu creation stories. To explore different accounts of the creation of the sky and Heaven. To explore different accounts of the creation of plants. To explore different religious accounts of how animals and people were created.	Special Books To share special books. To find out which books are special for different religions. To find out about the special book for Jewish people. To find out about the special book for Christian people. To find out about the special book for Muslim people.			What do Hindus celebrate? To find out what Hindus believe. To find out about special occasions in a Hindu childhood. To find out what happens at a Hindu wedding. To find out about the Hindu festival of Diwali. To find out about the Hindu festival of Raksha Bandhan. To find out about the Hindu festival of Ganesh Chaturthi	
<b>Music</b>	Hey You!	Rhythm in the way we walk and Bannan Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Use their voices expressively and creatively, by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> </ul> </li> </ul>					
<b>PSHE</b>	<b>Keeping / staying safe –</b> Road Safety! <sup>7</sup> (Barnsley Health Statistic – A & E attendance)  <b>Keeping / staying healthy-</b> Washing Hands	<b>Relationships –</b> Friendships  <b>Fire Safety –</b> Hoax Calling  <b>Being Responsible –</b> Water spillages	<b>Feelings and Emotions-</b> Jealously	<b>Computer Safety –</b> Online Bullying	<b>Our World-</b> Growing in our World	<b>Hazard Watch –</b> Is it safe to eat or drink?
<b>PE</b>	<u>Bat &amp; ball and Net, Wall, Striking &amp; Fielding</u> Using bat and ball. <ul style="list-style-type: none"> <li>Develop agility, co-ordination and balance</li> </ul> Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Games-Invasion</u> Developing team games and developing tactics for Attacking, V Defending. Team Work/individual  Football, Rugby, Benchball, Basketball, Hockey,	<u>Gymnastics &amp; Health, Exercise &amp; Fitness</u> Perform dances using simple movement patterns. master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Dance and movement</u> Simple movement patterns. Repeat short routine	<u>Bat &amp; ball and Net, Wall, Striking &amp; Fielding</u> <ul style="list-style-type: none"> <li>Using bat and ball.</li> <li>Develop agility, co-ordination and balance</li> </ul> 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  Tennis, Cricket, Rounders, Table Tennis, Volley Ball	<u>Athletics and O&amp;A</u> master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  Master basic movements (running, jumping, throwing and balances)  Basic outdoor challenges and competitions
<b>Visit/Living museum</b>	Visitors – parents with different jobs.  Now Press Play – Florence Nightingale/Mary Seacole (history)		Living museum.	Visit to Locke Park.	Now Press Play – maps (geography)	Conisborough castle.  Now Press Play – Castles (history)

	Aut 1 (7.5 weeks)		Aut 2 (7 weeks)		Spr 1 (7 weeks)		Spr 2 (6 weeks)		Sum 1 (5 weeks)		Sum 2 (7 weeks)	
THEME/VALUE	Be Happy		Be Caring		Be Safe		Be Aspirational		Be Healthy		Be Forward-thinking	
Topic	Superheroes		Let's celebrate		'Great' Britain		When you believe		Go wild		Go wild	
Core	<p><b>English</b> <u>Recount - summer holidays (1 weeks)</u> Description – character marvel (1 week)</p> <p><b>Narrative – Supertato (3 wks)</b> Fact file – the life of tom moore (1 week)</p>	<p><b>Maths</b> Place value and number Addition Subtraction Shape</p>	<p><b>English</b> Bonfire poetry (1 week) Instructions – Scarecrows Wedding (1 week) <b>Recount – wedding day (2 weeks)</b> SpaG/assessment week (1 week) <b>Narrative – The Grinch (2 weeks)</b></p>	<p><b>Maths</b> Multiplication Division Fractions Time Measures – weight</p>	<p><b>English</b> Non chron – fact file UK countries Newspaper report – Fire of London Instructions – how to make bread Recount – Diary Samuel Pepys Narrative</p>	<p><b>Maths</b> Time Addition Subtraction Multiplication Division Position and direction Statistics</p>	<p><b>English</b> <b>Narrative – True story of the Three Little Pigs.</b> Persuasive letter to Big Bad Wolf Poetry</p>	<p><b>Maths</b> Shape Money Missing number Capacity Fractions</p>	<p><b>English</b> <b>Narrative – The Ugly Five</b> Fact file – African animals</p>	<p><b>Maths</b> Four operations recap Measures cm/m Measures – temperature Data Handling</p>	<p><b>English</b> Narrative – Masai and I Poetry – Animal riddles</p>	<p><b>Maths</b> Four operations recap Measures cm/m Measures – temperature Data Handling</p>
Reading focus	Supertato		The Grinch		Sammy the street dog Vlad the Great Fire of London		True story of the Three Little Pigs. Fairy tales		Masai and I The Ugly Five		The Ugly Five Animal Riddles	
Guided Reading	Super Daisy ( Underpants Wonderpants Spyder Superhero hotel		Don't hog the hedge Why can't penguins fly?		Toby and the Great Fire of London The Great Fire of London By Paul Perro		Jack and the Baked Beanstalk		Meerkat Mail Akimbo's adventures		Anna Hibiscus	
Geography	Field work – geography of school field.		Weddings from around the World.		Capital cities of the UK – locate with Atlases. Key landmarks in the UK. London		Compass directions.		Identify countries using globe. Location of hot and cold areas of the World in relation to the equator and North and South Poles.		Compare local area to non- EU country - Africa to Barnsley. Habitats – label key physical features using key vocab from curriculum.	
History	<b>Queen Elizabeth II</b> • people in own locality and changes within living memory.				<b>Great Fire of London</b> • Significant historical events							
DT	Make a moving picture using levers and sliders (link to Super Daisy) Making capes – sewing		Food tech - Design and make a biscuit.		3D models of Pudding Lane.		Pop up fairy tale books.				African Pasta Necklaces	
Art	Roy Lichtenstein Compare similarities and differences between comic strip artists.		Monet – Poppy pictures Firework art – marble rolling, fork painting, straw blowing.  Christmas craft – card, calendar.		Sketches of Pudding Lane – L S Lowry				African patterns			
Science (Year 2 objectives)	Materials – every day materials (Y1)		Materials - compare suitability (Y2)  Uses of everyday materials – find out how the shapes of solid objects can be changed (e.g. squashing, squeezing).		Working scientifically – identifying and classifying		Animals and humans (Y1) Living things – senses and healthy eating.		Animals and humans (Y2) Habitats. Food chains.		Living things and their habitats (Y2)	
Science Investigation	Sorting materials.		Which fabric will be best for a superhero cape? (Bank end)		Sorting and comparing objects found outside.		Senses investigation – identifying objects without sense of touch.		Exercise – how heart rate changes.		Make and observe a wormery.	

<p><b>Computing</b></p>	<p><i>Bee-bots</i></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p><i>Digital imagery</i></p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p><i>Introduction to data</i></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>	<p><i>Scratch Jr</i></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><i>Stop Motion</i></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>	<p><i>International Space Station</i></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p><b>RE</b></p>	<p>Christmas Celebrations</p> <p>To think about what we celebrate and how we celebrate.</p> <p>To be able to recount the Christmas story.</p> <p>To explore how Christians celebrate Christmas.</p> <p>To investigate how Christmas is celebrated by Christians around the world.</p> <p>To recap and summarise what we have learnt about Christmas</p>		<p>What do Muslims celebrate?</p> <p>To find out about the Islamic New Year.</p> <p>To find out about the Day of Ashura.</p> <p>To find out about Mawlid al- Nabi.</p> <p>To find out about Ramadan.</p> <p>To find out Eid al-Fitr.</p> <p>To find out about the Hajj.</p>		<p>Who was Buddha?</p> <p>To understand how Siddhartha Gautama came to be known as 'the Buddha'.</p> <p>To recognise Buddhist symbols which explain why Buddha was special.</p> <p>To explain the meaning of a Buddhist parable.</p> <p>To explain what Buddha taught Buddhists about how to live their lives.</p> <p>To recognise where and how Buddhists worship.</p> <p>To understand how and why the life of the Buddha is celebrated during Vesak.</p>	
<p><b>Music</b></p>	<p>Hands. Feet, Heart</p>	<p>Hơ Hơ Hơ</p>	<p>I wanna play in a band</p>	<p>Zoo time</p>	<p>Friendship Song</p>	<p>Reflect, Rewind and Replay</p>
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						
<p><b>PSHE</b></p>	<p><b>Keeping / staying safe</b> – Preventing Accidents (tying Shoelaces)<sup>7</sup> (Barnsley Health Statistic – A &amp; E attendance)</p> <p><b>Keeping / staying healthy</b> - Healthy Eating healthy and Brushing Teeth<sup>2</sup> (Barnsley Health Statistic - 5 year olds with visibly obvious dental decay) – visit from dentist/dental nurse?</p>	<p><b>Relationships- Bullying</b></p> <p><b>Fire Safety- Petty Arson</b></p> <p><b>Being Responsible</b> – Practise makes perfect</p>	<p><b>Feelings and Emotions- Worry and Anger</b></p>	<p><b>Computer Safety</b> – Image sharing</p>	<p><b>Our World- Living in our World and Working in our world</b></p>	<p><b>Hazard Watch</b> – Is it safe to play with?</p>
<p><b>PE</b></p>	<p><u>Bat &amp; ball and Net, Wall, Striking &amp; Fielding</u></p> <p>Using bat and ball.</p> <ul style="list-style-type: none"> <li>Develop agility, co-ordination and balance</li> </ul> <p>Tennis, Cricket, Rounders, Table Tennis, Volley Ball</p>	<p><u>Games-Invasion</u></p> <p>Developing team games and developing tactics for Attacking.V Defending.</p> <p>Team Work/individual</p> <p>Football, Rugby, Benchball, Basketball, Hockey,</p>	<p><u>Gymnastics &amp; Health, Exercise &amp; Fitness</u></p> <p>Perform dances using simple movement patterns.</p> <p>master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><u>Dance and movement</u></p> <p>Simple movement patterns.</p> <p>Repeat short routine</p>	<p><u>Bat &amp; ball and Net, Wall, Striking &amp; Fielding</u></p> <ul style="list-style-type: none"> <li>Using bat and ball.</li> <li>Develop agility, co-ordination and balance</li> </ul> <p>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</p>	<p><u>Athletics and O&amp;A</u></p> <p>master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Master basic movements (running, jumping, throwing and balances)</p> <p>Basic outdoor challenges and competitions</p>

					Tennis, Cricket, Rounders, Table Tennis, Volley Ball	
<b>Visit/Living museum</b>	<p>Superhero visit.</p> <p>Now Press Play – Superheroes</p> <p>Now Press Play – healthy living (PSHE)</p>	<p>Now Press Play – Anti-Bullying (PSHE)</p>	<p>Warbuton visit.</p> <p>Set fire to pudding lane.</p> <p>Now Press Play – Great Fire of London (history) The UK (geography)</p>	<p>Now Press Play – EYFS traditional tales (The Three Little Pigs)</p>		<p>Living museum – African day.</p>