



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Year 1	Number and place value within 10 Addition and Subtraction within 10	Shape Number and place value within 20	Addition and subtraction within 20 Number and place value within 50	Counting in multiples of 2,5 and 10 Measurement- length, weight and volume	Number and multiplication and division with an emphasis on 2,5 and 10 Fractions	Geometry- position and direction Number and place value within 100 Money, Time
Maths Year 2	Number and place value within 100 Addition and Subtraction within 100	Money Multiplication and division	Money Multiplication and division Statistics	Properties of shape Fractions Measurement- length	Position and direction Problem solving methods Time	Measurement- Mass, capacity and temperature Investigations
English Year 1	The Three Little Pigs The Snail and the Whale The Gingerbread Man Complex sentences: Use of ‘who’ (relative clause) Precise, clear language to give information Repetition for description	Dogger Where the wild things are How to make a diva lamp Christmas stories Types of sentences: Simple Connectives: Similes using as....as... Repetition for rhythm Instructions and labels	The Smartest Giant in Town Adjectives to describe Alliteration Also as openers: Capital letter for names Capital letter for the personal pronoun I Prepositions: Determiners:	How to make a puppet How to look after a hamster Hairy Maclary from Donaldson Dairy Non-fiction , Planning tools, Headings Introduction , Middle section(s) , Ending Compound sentences using connectives	Amazing Grace The Avocado Baby -‘ly’ openers Simple sentences Embellished simple sentences using adjectives Speech bubble Bullet points	Mrs Armitage on Wheels The Lighthouse Keepers Picnic. Fiction: Planning Tools Plan opening 5 parts to a story: Opening , Build-up Problem / Dilemma Resolution , Ending
English Year 2	Jolly Postman That Pesky Rat All capital letters, conjunctions, sentence structure, apostrophes to mark singular possession	The Lion Inside Traction Man The Bear and the Piano Rhyming words, compound words, adjectives, expanded noun phrases, exclamation marks, question marks, conjunctions, co-ordination, past and present tense, use of the suffixes –er and -est	Mr Wolf’s Pancakes What Pet should I get I Like Myself Commas in a list, adverbs and adjectives, imperative verbs, sentence punctuation, expanded noun phrases, conjunctions, apostrophes to mark, sentence structure singular possession, adverbs for information	Handa’s Surprise The day the crayons quit From acorn to oak tree Adverbs and adjectives, conjunctions, contracted word forms, progressive form of verb in the past, expanded noun phrases, apostrophes to mark singular possession, commas in a list, generalisers for information	Winters child The secret path The treasure hunt -ly starters, conjunctions, subordination, alliteration Prepositions, expanded noun phrases, sentence punctuation, progressive form of verb in the present, vary sentence openers, long and short sentences	Journey The shopping basket Stick man Speech bubbles/marks for direct speech, Comma after –ly opener, embellished simple sentences, similies using ... like..., complex sentences, formation of adjectives using suffixes

Curriculum Theme (Year B of a two year programme)	Why are buildings important to us?	Why do we have Festivals and Celebrations?	Why are we important?	Why is it important to take care of the habitats in the world?	Why are animals important to us?	What is special about the seaside?
A memorable experience	Baking cookies in school	Bring traditional clothing into school which is worn on a festival day		Eggs hatching in school	Visit to Wellington Country Park Visit to Englefield Estate and farm	In school 'day at the beach' experience
An innovative challenge	To create a non-fiction book on mega structures from around the world	Create an information poster about different festivals and celebrations	Write some information about the Royal family	Devise a plan to save your chosen animal* from extinction	Write a guide for keeping a pet	Write a personal diary entry about 'day at the beach' experience
A book to read				Journey, Quest, Return- by Aaron Becker	Charlottes Web- by E.B. White	Lucy and Tom at the seaside- by Shirley Hughes Gracie the lighthouse cat- by Ruth Brown
Something to investigate				Find out about an animal* who is endangered	Find out all you can about a really unusual creature	Draw some creatures who live inside shells- how do they live?
Parental involvement	Parents and children design and build a mega structure	'Hat's Off' performance to parents	Parents and children to create a family tree of their family	Parents involved with competitions and reading stories in Book Week	Parents and children design and create an animal and create its fact file	Come to the 'day at the beach experience'

<p>Geography National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should 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.</i></p> <p><i>Pupils should be taught about the key human features including city, town, village, factory, farm, house, office.</i></p> <p>Which buildings are important to us? Why are they important? Where are these buildings in [Reading]? Can you mark them on a map?</p>		<p><i>Pupils should be taught to name and locate the world's seven continents and five oceans.</i></p> <p>What are the seven continents? What are the five oceans?</p> <p>Which continent does your family come from?</p> <p>Can you find it in an atlas?</p> <p>Can you list some facts about your country?</p>	<p><i>Pupils should be taught about the key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p>What is a habitat? What are the different types of habitats that we have around us? What is weather like in different parts of the world? How can we describe the weather during our different seasons?</p>	<p><i>Pupils should be taught to name and locate the world's seven continents and five oceans.</i></p> <p>Which animals do we have as pets? Can we keep any animal as a pet? Which animals work for us? Which animals are bred for food or their skin?</p>	<p><i>Pupils should name, locate and identify characteristics of the four countries and capital cities of the Unites Kingdom and its surrounding seas.</i></p> <p><i>Pupils should be taught about the key human features including port, harbour and shop.</i></p> <p>What is the sea made from? What is an ocean? Which seas and oceans surround the United Kingdom? Why are seas/oceans important to the world?</p>
<p>History National Curriculum Objectives Curriculum stimuli</p>	<p><i>Pupils should be taught to identify similarities and differences between ways of life in different periods.</i></p> <p>What were houses and buildings like in the past?</p>	<p><i>Pupils should study events beyond living memory that are significant nationally or globally.</i></p> <p>Which events in the past are remembered with a festival or celebration?</p>	<p><i>Pupils should know about significant people in their own locality.</i></p> <p>Who has a significant or important role in our locality? Who is in the Royal family?</p>		<p><i>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.</i></p> <p>Which animals have become extinct over time in each of the 7 continents?</p>	<p><i>Pupils should develop an awareness of changes within living memory.</i></p> <p>How has the seaside changed over time? What effect does the sea have on our coastline?</p>

	<p>What materials were used to build houses in Tudor times?</p> <p>How is that different to modern houses?</p>	<p>How do different people celebrate these occasions?</p>	<p>Who runs our school?</p> <p>Who is important to you?</p>		<p>Which animals of the world are endangered?</p>	
<p>Art</p> <p>National Curriculum Objectives</p> <p>Curriculum stimuli</p>	<p><i>Pupils should develop a wide range of art and design techniques using pattern and line.</i></p> <p><i>Pupils should learn about the work of a range of artists.</i></p> <p>Can you find some interesting patterns used in our school?</p> <p>Who is famous for drawing and painting buildings?</p>	<p><i>Pupils should be taught to use a range of materials to design and make products.</i></p> <p>How could you make a card for a celebration?</p> <p>What materials would you use?</p> <p>What skills do you need to use to make a card?</p>	<p><i>Pupils should develop a wide range of art and design techniques and using colour, pattern, texture, line, shape, form and space.</i></p> <p><i>Pupils should be taught about the work of a range of artists</i></p> <p>What main features do we find on our faces?</p> <p>Why were portraits important in the past?</p> <p>Which artists have drawn or painted some famous portraits</p> <p>Can you draw a picture of yourself?</p> <p>Can you draw a picture of someone else?</p>	<p><i>Pupils should be taught 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.</i></p> <p>Which artists have used natural materials to create art?</p> <p>What kinds of materials do they use</p> <p>Can you make a piece of art using natural materials?</p>	<p><i>Pupils should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>Can you make an animal using clay?</p> <p>How do you join clay?</p> <p>How do you form clay into shapes?</p> <p>Can you make a tile from clay?</p>	<p><i>To use a range of materials creatively to design and make a range of products.</i></p> <p>Which materials would you use to create a collage of the seaside?</p> <p>Why did you choose those materials?</p> <p>How are you going to fix them?</p>
<p>D&T</p> <p>National Curriculum Objectives- to run throughout</p>	<p>Design</p> <p><i>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</i></p> <p>Make</p> <p><i>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</i></p>					

	<p>Evaluate <i>explore and evaluate a range of existing products</i> <i>evaluate their ideas and products against design criteria</i></p> <p>Technical knowledge <i>build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>					
<p>DT <i>National Curriculum Objectives</i> Curriculum stimuli</p>	<p>Can you design and make a waterproof shelter for a [teddy bear]? What materials would you use</p>	<p>Can you make a holder for a candle? How will you make sure it is safe? What materials could you use?</p>	<p>How could you make a puppet? What materials would you use? How would you make it move?</p>	<p>Can you create a habitat for an animal using natural materials? What would your animal need?</p>		
<p>Science <i>National Curriculum Objectives</i> Curriculum stimuli</p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Pupils should be taught to:</i> -<i>distinguish between an object and the material from which it is made.</i> -<i>identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</i> - <i>Describe the simple physical properties of a variety of everyday materials.</i> -<i>compare and group together a variety of everyday materials on</i></p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Pupils should be taught to:</i> - <i>observe the changes across the four seasons</i> -<i>observe and describe weather associated with seasons and how day length varies.</i></p> <p>Why are some festivals and celebrations affected by the seasons and weather? Why is the length of the day important for some celebrations?</p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Pupils should be able to identify, name, draw, label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p>What are the main parts of our body and what are their functions? What are the different senses that we have? Pupils should describe the importance for</p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></p> <p><i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p>Can you name the different parts of a plant? <i>Identify that most living things live in</i></p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Pupils should identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> <p><i>Pupils should identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p> <p><i>Identify and name a variety of plants and animals in their</i></p>	<p><i>To use the practical, scientific methods, processes and skills throughout topic.</i></p> <p><i>Pupils should identify animals including fish, amphibians, reptiles, birds and mammals.</i></p> <p>Why is the sea an important habitat? Which groups of animals live in the sea? How do creatures and plants in the sea rely on each other?</p>

	<p><i>the basis of their simple physical properties.</i> <i>- Distinguish between an object and a material from which it is made</i></p> <p>Can you find out how waterproof, strong, flexible materials are? (relate to building materials)</p>		<p>humans of exercise, eating the right amounts of different types of foods, and hygiene.</p> <p>Why is it important to exercise?</p> <p>How do we keep ourselves fit?</p> <p>What is healthy eating?</p> <p>What are the different food groups?</p> <p>What do we do to keep ourselves clean?</p> <p>Which body parts would you use for various exercise activities?</p>	<p><i>habitats to which they are suited and describe that 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.</i></p> <p><i>Explore and compare the differences between things that are living, dead and things that have never been alive.</i></p> <p>What different habitats can support plant life?</p> <p>What different habitats support animal life?</p> <p>How are habitats of plants and animals linked?</p>	<p><i>habitats, including microhabitats.</i></p> <p><i>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.</i></p> <p>What are carnivores, herbivores and omnivores?</p> <p>Which animals belong to each of the groups?</p> <p>Which animals belong to which habitat?</p> <p>How do animals rely on plants and other animals for their food?</p>	
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<p>PE National Curriculum Objectives Curriculum stimuli</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through: Gymnastics and Multi-sports</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through Dance and Multi- sports</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through Gymnastics and Multi-sports</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through Dance and Multi- sports</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through Gymnastics and Multi-sports</p>	<p><i>Children should be taught to: 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</i> <i>Children should be taught to:</i> <i>-participate in team games, developing simple tactics for attacking and defending</i> <i>-perform dances using simple movement patterns</i></p> <p>The above will be taught through Dance and Multi- sports</p>
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RE Taught using Discovery RE	Is it possible to be kind to everyone all of the time? All faiths	Why did God give Jesus to the world? Christianity	How special is the relationship Jews have with God? Judaism	Is it true that Jesus came back to life again? Christianity	Does going to the mosque give Muslims a sense of belonging? Islam	Does completing Hajj make a person a better Muslim? Islam
Computing National Curriculum Objectives Curriculum stimuli	<i>Recognise common uses of information technology beyond school (E-Safety). Pupils should be taught 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.</i> Can you use the internet safely? What rules should we have about using the internet?	<i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> How can you download pictures from a shared file?	<i>Recognise common uses of information technology beyond school (E-Safety) Create and debug simple programs.</i> How are you going to change your programme? How are you going to edit sprite? How can you download pictures from a shared file?	<i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> What are algorithms? How do you debug your programme? Can you write instructions?	<i>Recognise common uses of information technology beyond school (E-Safety) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> How can you download pictures to animate? How can you change the size, colour and type of text? What is a transition? How can you add different transitions? How can you add music to your movie? How can you add a Title and 'Credits' to your movie?	<i>Use logical reasoning to predict the behaviour of simple programs.</i> What is a sprite? What is a stage? How can you code your character to move up and down, left and right?
PSHME and British values	Respect and Tolerance	Keeping safe, fit and healthy	The Law: morals, choices, democracy and rights	Living and Growing	Thinking of others	Ready for the Future

Music <i>National Curriculum Objectives</i>	<i>Pupils should be taught to:</i> <i>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>-play tuned and untuned instruments</i> <i>-listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>-experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>					
Music Curriculum stimuli	The above will be learnt through Charanga: Year 1: Hey You! Year 2: Hands, Feet, Heart	The above will be learnt through Charanga: Year 1: Little Angel Gets Her Wings Year 2: Babushka	The above will be learnt through Charanga: Year 1: In The Groove Year 2: glockenspiel Stage 1	The above will be learnt through Charanga: Year 1: Rhythm In The Way We Walk and Banana Rap Year 2: I Wanna Play In A Band	The above will be learnt through Charanga: Year 1: Round and Round Year 2: Zoo Time	The above will be learnt through Charanga: Year 1 & 2 Reflect, Rewind & Replay