



	AUTUMN TERM		SRPING TERM		SUMMER TERM	
THEME	<b>Superheroes Rule!</b>		<b>Food Glorious Food!</b>		<b>Commotion in the Ocean!</b>	
QUESTIONS	Can anyone be a superhero?		What's on the menu?		Who or what is making a splash?	
STUNNING STARTERS	Superhero scavenger hunt (outside)		Golden ticket found!		Watch clips from Blue Planet documentaries	
MARVELLOUS MIDDLES	Visit to / from Fire Service		Pizza making		Trip to Grace Darling's Museum	
FABULOUS FINISHES	Superhero day – Create your own superhero		Class café – parents invited		Class gallery – parents invited	
VISITS / VISITORS	Trip to Whitehouse Farm (Christmas trip)				Trip to Banana Beach	
<b>LITERACY</b>						
Class reads – Core Reading Books	Year 1 Gorilla Beegu Funnybones The Adventures of the Wishing Chair Tree: Seasons Come, Seasons Go	Year 2 Traction Man is Here The Book With No Pictures A Planet Full of Plastic Professor Astro Cat's Space Rockets The Owl Who was afraid of the dark	Year 1 Mr. Wolf's Pancakes Pumpkin Soup The Puffin Fantastic Book of First Poems The Lighthouse Keeper's Lunch	Year 2 A First Poetry Book Charlie and the Chocolate Factory by Roald Dahl The Giraffe, Pelly and Me Fantastic Mr. Fox Tuesday	Year 1 Grandad's Secret Giant If All The World Were ... Paddington When We Were Very Young	Year 2 Lila and the Secret of Rain The Flower Rainbow Bear Flay Stanley Billy and the Bear Dairy of a Killer Cat
Class reads – Author focus –	Antony Browne		Roald Dahl		David Walliams	
Reading Comprehension	Literacy Shed / Head Start Reading comprehensions Skills: <ul style="list-style-type: none"> <li>✓ Words in contexts</li> <li>✓ Retrieving and recording information</li> <li>✓ Sequence of events</li> <li>✓ Inference</li> <li>✓ Predict what might happen</li> <li>✓ Features of a text and meaning</li> <li>✓ Words that capture the reader's imagination</li> </ul>					
Visual Literacy/ Key texts used	Supertato Super Dad's Day Off Eliot Midnight Superhero Traction Man is Here		Pumpkin Soup The Magic Ginger The Incredible Book Eating Boy Jim & the Beanstalk		Granddad's Island The Coral Kingdom The Koala who Could The fish who could wish,	

	<b>The lonely Christmas Tree</b>		<b>The Chocolate Monster</b>		<b>Commotion in the Ocean. The Bridge (Literacy Shed) Finding Nemo (DVD)</b>	
<b>Writing Genres</b>	Letters Comic strips Descriptions Poetry – using senses Stories familiar settings Information texts		Instructions Traditional Tales (alternative) Adverts / Persuasive writing Non – fiction – Non chronological reports Poetry – food		Newspaper reports Recounts Information texts Poetry – sea themes	
<b>VPC</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>✓ understand how words can combine to make sentences</li> <li>✓ separate words with spaces</li> <li>✓ begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>✓ use capital letters for names of people, places and the days of the week</li> <li>✓ use a capital letter for the personal pronoun I</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>✓ use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>✓ use conjunctions for co-ordination (or, and, but)</li> <li>✓ use expanded noun phrases for description and specification, e.g., the blue butterfly, plain flour, the man in the moon</li> <li>✓ use present tense/ past tense consistently throughout writing</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>✓ understand how words can combine to make sentences</li> <li>✓ use the conjunction 'and' to link words and join clauses</li> <li>✓ separate words with spaces</li> <li>✓ begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>✓ use capital letters for names of people, places and the days of the week</li> <li>✓ use time words to aid sequencing (to be formally introduced as time adverbs)</li> </ul>	<p>Year 2</p> <p><b>Recap Autumn term</b></p> <ul style="list-style-type: none"> <li>✓ use conjunctions for subordination (when, if, that, because)</li> <li>✓ use commas to separate items in a list</li> <li>✓ understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>✓ use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g., the girl's name</li> <li>✓ use the progressive form of verbs in the present and past tense to mark actions in progress, e.g., she is drumming, he was shouting</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>✓ understand how words can combine to make sentences</li> <li>✓ use the conjunction 'and' to link words and join clauses</li> <li>✓ begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>✓ use capital letters for names of people, places and the days of the week</li> <li>✓ use the word 'because' to explain</li> </ul>	<p>Year 2</p> <p><b>All grammar and punctuation is taught in Autumn/ spring terms. Summer term is recap, using in different contexts.</b></p>
<b>Phonics</b>	<b>Sounds - Write Programme – Initial / Extended Code &amp; polysyllabic words</b>					
<b>NUMERACY</b>						
<b>Number</b>	<b>Year 1</b>			<b>Year 2</b>		

<b>Skills (ongoing)</b>	<ul style="list-style-type: none"> <li>✓ Count reliably to 100.</li> <li>✓ Count on and back in 1s, 2s, 5s and 10s from any given number up to 100.</li> <li>✓ Write all numbers in words to 20.</li> <li>✓ Say the number that is one more or one less than a number to 100.</li> <li>✓ Recall all pairs of addition and subtraction number bonds to 20.</li> <li>✓ Add and subtract 1-digit and 2-digit numbers to 20, including zero.</li> <li>✓ Know the signs + - =.</li> <li>✓ Solve a missing number problem.</li> <li>✓ Solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.</li> </ul>			<ul style="list-style-type: none"> <li>✓ Read and write all numbers to at least 100 in numerals and words.</li> <li>✓ Recognise odd and even numbers to 100.</li> <li>✓ Count in steps of 2, 3 and 5 from 0.</li> <li>✓ Recognise and can define the place value of each digit in a 2-digit number.</li> <li>✓ Compare and order numbers from 0 to 100 using the &lt; = &gt; signs.</li> <li>✓ Name the fractions 1/3, 1/4, 1/2 and 3/4 and can find fractional values of shapes, lengths and numbers.</li> <li>✓ Recall and use multiplication and division facts for the 2, 5 and 10x tables.</li> <li>✓ Add and subtract a 2-digit number and ones.</li> <li>✓ Add and subtract a 2-digit number and tens.</li> <li>✓ Add and subtract two 2-digit numbers.</li> <li>✓ Add three 1-digit numbers.</li> <li>✓ Solve problems involving addition and subtraction.</li> <li>✓ Understand and can use commutivity in relation to addition, subtraction, multiplication and division.</li> </ul>			
<b>Numeracy</b>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>Numbers to 10</b></p> <ul style="list-style-type: none"> <li>✓ count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ count, read and write numbers to 10 in numerals;</li> <li>✓ identify one more and one less</li> <li>✓ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer),</li> <li>✓ read and write</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>Number – number and place value</b></p> <ul style="list-style-type: none"> <li>✓ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>✓ recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>✓ identify, represent and estimate numbers using different representations, including the number line</li> <li>✓ compare and order numbers from 0 up</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>Addition within 20</b></p> <p><b>Subtraction within 20</b></p> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>✓ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>✓ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>✓ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>✓ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>✓ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>Multiplication</b></p> <p><b>Division</b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>✓ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b>Halves and Quarters</b></p> <ul style="list-style-type: none"> <li>✓ recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>✓ order and arrange combinations of mathematical objects in patterns and sequences</li> <li>✓ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter</li> </ul>	

	<p>numbers from 1 to 10 in numerals and words.</p> <p><b>Part-whole within 10</b></p> <p><b>Addition and Subtraction within 10 (1)</b></p> <p><b>Addition and Subtraction within 10 (2)</b></p> <ul style="list-style-type: none"> <li>✓ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20</li> <li>✓ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>✓ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b>2D and 3D Shapes</b></p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, triangles (including</p>	<p>to 100; use &lt;, &gt; and = signs</p> <ul style="list-style-type: none"> <li>✓ read and write numbers to at least 100 in numerals and in words</li> <li>✓ use place value and number facts to solve problems.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>✓ solve problems with addition and subtraction:</li> <li>✓ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>✓ applying their increasing knowledge of mental and written methods</li> <li>✓ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>✓ add and subtract numbers using concrete objects, pictorial representations,</li> </ul>	<p><b>Numbers to 50</b></p> <ul style="list-style-type: none"> <li>✓ count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens given a number.</li> </ul> <p><b>Introducing Length and Height</b></p> <p><b>Introducing Weight and Volume Measurement</b></p> <ul style="list-style-type: none"> <li>✓ Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]</li> <li>✓ measure and begin to record the following: lengths and heights, mass/weight, capacity and volume</li> </ul>	<ul style="list-style-type: none"> <li>✓ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>✓ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Measurement - Length and height</b></p> <ul style="list-style-type: none"> <li>✓ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and tape measures.</li> <li>✓ compare and order lengths</li> </ul> <p><b>Geometry - properties of shape</b></p> <ul style="list-style-type: none"> <li>✓ identify and describe the</li> </ul>	<ul style="list-style-type: none"> <li>✓ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>✓ describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul> <p><b>Numbers to 100</b></p> <ul style="list-style-type: none"> <li>✓ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ time [for example, quicker, slower, earlier, later]</li> <li>✓ Measure and begin to record the following: time (hours, minutes, seconds)</li> <li>✓ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>	<p>turns (clockwise and anti-clockwise).</p> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>✓ solve problems with addition and subtraction:</li> <li>✓ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>✓ applying their increasing knowledge of mental and written methods</li> <li>✓ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>✓ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li> <li>✓ a two-digit number and ones</li> <li>✓ a two-digit number and tens</li> </ul>
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	<p>quares), circles and angles] 3-D shapes [for example, cuboids including cubes), pyramids and spheres].</p> <p><b>Numbers to 20</b></p> <ul style="list-style-type: none"> <li>✓ count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>✓ count, read and write numbers to 20 in numerals; count in multiples of twos, fives and tens given a number,</li> <li>✓ identify one more and one less</li> <li>✓ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>✓ Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<p>and mentally, including:</p> <ul style="list-style-type: none"> <li>✓ a two-digit number and ones</li> <li>✓ a two-digit number and tens</li> <li>✓ two two-digit numbers</li> <li>✓ adding three one-digit numbers</li> <li>✓ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>✓ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Measurement - Money</b></p> <ul style="list-style-type: none"> <li>✓ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>✓ find different combinations of coins that equal the same amounts of money</li> </ul>		<p>properties of 2-D shapes, including the number of sides, corners and line symmetry in a vertical line</p> <ul style="list-style-type: none"> <li>✓ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>✓ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>✓ compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>✓ recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of set of objects or quantity</li> <li>✓ write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise</li> </ul>	<ul style="list-style-type: none"> <li>✓ recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>✓ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ recognise and know the value of different denominations of coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>✓ two two-digit numbers</li> <li>✓ adding three one-digit numbers</li> <li>✓ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>✓ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Problem solving and efficient methods</b></p> <p><b>Statistics*</b></p> <ul style="list-style-type: none"> <li>✓ interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>✓ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>✓ ask and answer questions about</li> </ul>
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- ✓ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Multiplication and division**

- ✓ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- ✓ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- ✓ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- ✓ solve problems involving

the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

**Measurement - Time\***

- ✓ compare and sequence intervals of time
- ✓ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- ✓ know the number of minutes in an hour and the number of hours in a day.

**Measurement - Weight, volume and temperature\***

- ✓ choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales
- ✓ compare and order mass, and record the results using  $>$ ,  $<$  and  $=$

totaling and comparing categorical data.

		<p>multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>				
<b>SCIENCE</b>	<p><b>Everyday Materials &amp; their uses</b></p> <p><b>Seasonal changes</b></p>		<p><b>Animals including humans</b></p> <p><b>Living things &amp; habitats</b></p>		<p><b>Plants</b></p> <p><b>Seasonal changes</b></p>	

	<p>Everyday Materials</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ distinguish between an object and the material from which it is made</li> <li>    identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>✓ describe the simple physical properties of a variety of everyday materials</li> <li>✓ compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>Uses of Everyday Materials</p> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>✓ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Seasonal Change (Year 1 plus Y2)</p> <ul style="list-style-type: none"> <li>✓ observe changes across the four seasons.</li> <li>✓ observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>Animals including humans</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>✓ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>✓ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>✓ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ notice that animals, including humans, have offspring which grow into adults</li> <li>✓ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>✓ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>Living things &amp; habitats</p> <ul style="list-style-type: none"> <li>✓ explore and compare the difference between things that are living, dead, and things that have never been alive</li> <li>✓ identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>✓ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul> <p>(Year 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul>	<p>Plants</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>✓ identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ observe and describe how seeds and bulbs grow into mature plants</li> <li>✓ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
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HISTORY	<p><b>Why have people remembered Florence Nightingale?</b></p> <ul style="list-style-type: none"> <li>✓ the lives of significant individuals</li> </ul> <p><b>Why do we were poppies in November?</b></p> <ul style="list-style-type: none"> <li>✓ events beyond living memory that are significant nationally</li> </ul>	<p><b>When was chocolate invented?</b></p> <ul style="list-style-type: none"> <li>✓ where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>	<p><b>Why is Grace Darling well known in Northumberland?</b></p> <ul style="list-style-type: none"> <li>✓ significant historical events, people and places in their own locality.</li> </ul>
	<p><b>Skills</b></p> <p><b>Range of depth of historical knowledge</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ Know and recount episodes from stories about the past</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><b>Interpretations of History</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ Use stories to encourage children to distinguish between fact and fiction</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ Discuss reliability of photos/ accounts/stories</li> </ul>	<p><b>Historical Enquiry</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ Find answers to simple questions about the past from sources of information</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<p><b>Range and depth of historical knowledge</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ Recognise the difference between past and present in their own and others' lives</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ Identify differences between ways of life at different times</li> </ul>
	<p><b>Organisation and communication (Ongoing skills)</b></p> <ul style="list-style-type: none"> <li>✓ Communicate their <b>knowledge</b> through: Discussion, drawing pictures, drama / role play, model making</li> <li>✓ Using ICT</li> </ul>		

<p><b>GEOGRAPHY</b></p>	<p><b>Where could super heroes live in the UK?</b></p> <p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>Where does our food come from?</b></p> <p>Creating a food map Investigating cocoa production</p> <p><b>Locational knowledge</b> name and locate the world's seven continents</p> <p><b>Human and physical geography</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical skills and fieldwork</b> 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</p>	<p><b>What is it like in Australia by the coral reef?</b></p> <p><b>Locational knowledge</b> name and locate the world's five oceans</p> <p><b>Place knowledge</b> 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</p>
	<p><b>Skills</b></p> <p><b>Geographical enquiry</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ teacher led enquiries, to ask and respond to simple closed questions.</li> <li>✓ use information books/pictures as sources of information.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ ask simple geographical questions; Where is it? What's it like?</li> <li>✓ use NF books, stories, maps, pictures/photos and internet as sources of information.</li> </ul> <p><b>Map knowledge</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ learn names of some places within/around the UK.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ locate and name on UK map major features e.g., London, home location, seas.</li> </ul>	<p><b>Direction/Location</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ follow directions (Up, down, left/right, forwards/backwards)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ follow directions (as yr. 1 and inc'. NSEW)</li> </ul> <p><b>Using maps</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ recognise that it is about a place.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>✓ use an infant atlas to locate places.</li> </ul>	<p><b>Drawing maps</b></p> <p>Year 1</p> <ul style="list-style-type: none"> <li>✓ draw picture maps of imaginary places and from stories.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>✓ draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>
	<p><b>Ongoing - Styles of map</b></p> <p>Y1 - Picture maps and globes</p> <p>Y2 - Find land/sea on globe. Use an infant atlas.</p>		

<p><b>ART AND DESIGN</b></p>	<p><b>Investigating Pop art – Andy Warhol</b></p> <p><b>Colour mixing</b></p>	<p><b>Investigating food art –Giuseppe Arcimboldo</b></p> <p><b>Pastel drawings</b></p> <p><b>3D fruit &amp; vegetable sculptures</b></p>	<p><b>Porthole drawings</b></p> <p><b>Junk sea creatures</b></p>
	<p><b>Skills</b></p> <p><b>Painting</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>✓ use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>✓ mix and match colours to artefacts and objects.</li> <li>✓ work on different scales.</li> <li>✓ mix secondary colours and shades</li> <li>✓ using different types of paint</li> <li>✓ create different textures</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>✓ mix a range of secondary colours, shades and tones</li> <li>✓ experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>✓ name different types of paint and their properties</li> <li>✓ work on a range of scales e.g., large brush on large paper etc.</li> <li>✓ mix and match colours using artefacts and objects.</li> </ul>	<p><b>Drawing</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>✓ use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>✓ use a sketchbook to gather and collect artwork</li> <li>✓ begin to explore the use of line, shape and colour</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>✓ layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint</li> <li>✓ work out ideas for drawings</li> <li>✓ draw for a sustained period of time from the figure and real objects, including single and grouped objects</li> <li>✓ experiment with the visual elements; line, shape, pattern and colour</li> </ul>	<p><b>3D form</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>✓ experiment with, construct and join recycled, natural and man-made materials</li> <li>✓ explore shape and form</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>✓ experiment with, construct and join recycled, and man-made materials more confidently.</li> </ul>
	<p><b>Ongoing skills –</b></p> <p><b>Exploring and developing ideas</b></p> <ul style="list-style-type: none"> <li>✓ record and explore ideas from first hand observation, experience and imagination</li> <li>✓ ask and answer questions about the starting points for their work, and develop their ideas</li> <li>✓ explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> </ul> <p><b>Evaluating and developing work</b></p> <ul style="list-style-type: none"> <li>✓ review what they and others have done and say what they think and feel about it</li> <li>✓ identify what they might change in their current work or develop in their future work</li> </ul> <p><b>Breadth of study –</b></p> <ul style="list-style-type: none"> <li>✓ work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</li> <li>✓ use ICT</li> <li>✓ investigate different kinds of art, craft and design</li> </ul>		

DESIGN AND TECHNOLOGY	Designing, making and testing (with friction) a super hero vehicle  <b>Mechanisms – wheels and axles</b>		Food – preparing fruit and vegetables – making fruit kebabs, vegetable pizzas, gingerbread men, bread, etc.  <b>Use the basic principles of a healthy and varied diet to prepare dishes for a healthy lunch</b>  <b>Understand where food comes from (links to geography)</b>		Building and testing bridges  <b>Freestanding structures</b>	
	<b>Skills</b>  <b>Designing</b> ✓ generate initial ideas and simple design criteria through talking and using own experiences ✓ develop and communicate ideas through drawings and mock-ups  <b>Making</b> ✓ select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing ✓ select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics  <b>Evaluating</b> ✓ explore and evaluate a range of products with wheels and axles ✓ evaluate their ideas throughout and their products against original criteria.  <b>Technical knowledge</b> ✓ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		<b>Designing</b> ✓ design appealing products for a particular user based on simple design criteria. ✓ generate initial ideas and design criteria through investigating a variety of fruit and vegetables. ✓ communicate these ideas through talk and drawings.  <b>Making</b> ✓ use simple utensils and equipment to e.g., peel, cut, slice, squeeze, grate and chop safely ✓ select from a range of fruit and vegetables according to their characteristics e.g., colour, texture and taste to create a chosen product  <b>Evaluating</b> ✓ taste and evaluate a range of fruit and vegetables to determine the intended user's preferences ✓ evaluate ideas and finished products against design criteria, including intended user and purpose  <b>Technical knowledge</b> ✓ understand where a range of fruit and vegetables come from e.g., farmed or grown at home ✓ understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate ✓ know and use technical and sensory vocabulary relevant to the project		<b>Designing</b> ✓ Generate ideas based on simple design criteria and their own experiences, explaining what they could make. ✓ Develop, model and communicate their ideas through talking, mock-ups and drawings.  <b>Making</b> ✓ plan by suggesting what to do next ✓ select and use tools, skills and techniques, explaining their choices ✓ select new and reclaimed materials and construction kits to build their structures ✓ use simple finishing techniques suitable for the structure they are creating  <b>Evaluating</b> ✓ explore a range of existing freestanding structures in the school and local environment e.g., everyday products and buildings. ✓ evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.  <b>Technical knowledge</b> ✓ build structures, exploring how they can be made stronger, stiffer and more stable. ✓ know and use technical vocabulary relevant to the project.	
MUSIC (Year 2)	Charanga: Hands, feet, heart	Charanga: ho, ho, ho	Charanga: I wana play in a band	Charanga: Zoo time	Charanga: Friendship song	Charanga: Reflect, rewind, replay

	<p>Ongoing skills</p> <p>Performing – Singing          ✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Performing – Playing          should be taught to:          ✓ play tuned and un-tuned instruments musically</p> <p>Improvising and Experimenting          ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music</p>					
<b>P.H.S.E. &amp; R.S.E.</b>	<b>Core Theme: Health and Wellbeing</b> Healthy Lifestyles Growing and Changing Keeping Safe		<b>Core Theme: Relationships</b> Feelings and emotions Healthy Relationships Valuing differences		<b>Core Theme: Living in the wider world</b> Rights and Responsibilities Environment Money	
<b>R.E. (Year 2)</b>	<b>Beginnings</b> <b>Signs &amp; Symbols</b> Judaism Preparations		<b>Books</b> <b>Thanksgiving</b> <b>Opportunities</b>		<b>Spread the Word</b> <b>Rules</b> Islam <b>Treasures</b>	
<b>I.T.</b>	<b>Basic skills</b> <b>E Safety - Internet research</b>		<b>Basic skills</b> <b>Beebots – creating &amp; debugging simple programmes</b> <b>Internet safety day</b>		<b>Basic skills – communicating information</b> <b>Scratch Jnr</b>	
<b>P.E. (Complete PE)</b>	<b>Year 1</b> <b>Running 1</b> Wide, narrow, curled	<b>Year 1</b> <b>Hands 1</b> <b>Body Parts</b>	<b>Year 1</b> <b>Growing</b> <b>Feet 1</b>	<b>Year 1</b> <b>The Zoo</b> <b>Hands 2</b>	<b>Year 1</b> <b>Jumping 1</b> <b>Games for understanding</b>	<b>Year 1</b> <b>Health &amp; wellbeing</b> <b>Team building</b>
	<b>Yea 2</b> <b>Linking</b> <b>Dodging</b>	<b>Year 2</b> <b>Pathways</b> <b>Hands 1</b>	<b>Year 2</b> <b>Water</b> <b>Feet 1</b>	<b>Year 2</b> <b>Hands 2</b> <b>Explorers</b>	<b>Year 2</b> <b>Games for understanding</b> <b>Jumping 1</b>	<b>Year 2</b> <b>Team building</b> <b>Health &amp; wellbeing</b>
	<p>Ongoing skills</p> <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>✓ participate in team games, developing simple tactics for attacking and defending</p> <p>✓ perform dances, using simple movement patterns</p>					
<b>HOME LEARNING LINKS</b>	Create a superheroes project.		Make a healthy eating poster, including a dish made at home.		Create a fact file about Northumberland.	