

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	<p>Narrative: Traditional Tales - Selection of traditional Tales: Jack & Beanstalk The Three Little Pigs, Three Billy Goats Gruff, The Real Story of the Three Little Pigs Goldilocks & The Little Bears</p> <p>Cross-curricular Literacy (Place and Time) Wind in the Willows- Kenneth Grahame. (Simplified Version)</p> <p>Non-Fiction: Recount writing – trip to River and Rowing Museum Letters and Postcards The Jolly Postman-Allan Ahlberg</p> <p>2a 2b 2c 4a 4b 4c 5a 5b 5c 5d 6a 6b 7a 7b 7c 8a 8b</p>	<p>Narrative: Stories with Familiar Settings - Not Now Bernard - David McKee Gorilla- Anthony Browne Monster stories – creative writing</p> <p>Non-Fiction: Recounts: Norden Farm Christmas Production</p> <p>Narrative: Visual Literacy - The Christmas Present, the Literacy Shed</p> <p>1a 1b 1c 2a 2b 2c 4a 4b 4c 5a 5b 5c 5d 6a 6b 6d 7a 7b 7c 8a 8b 8c</p>	<p>Visual Literacy- Story with a moral Life Vest – The Kindness Boomerang.</p> <p>Stories by the same author – Cross Curricular (Place & Time) The Twits – Roald Dahl.</p> <p>The Witches – Roald Dahl (Whole Book Unit)</p> <p>2a 2b 2c 3a 5a 5b 5c 5d 6a 6b 6d 7a 7b 7c 8a 8b 9a 9b</p>	<p>Non-Chronological Reports The Great Fire Of London Liz Gogerly</p> <p>Ladybird Histories: The Great Fire of London Poems on a theme/Performance Poetry The Great Fire of London – Paul Perro. Recounts St Paul’s Cathedral Trip. Poems with a Structure</p> <p>The Tear Thief – Carol Ann Duffy</p> <p>Nonsense Poetry Spike Milligan.</p> <p>1a 1b 1c 2a 2b 3a 4a 4b 4c 5a 5b 5c 5d 6c 8a 8b 8c</p>	<p>Cross-curricular Literacy (Place and Time) Tikki Tembo –Arlene Mosel The Greedy Man – SATS based story in China China Usborne Readers by Leonie Pratt A Kid’s Guide to China by Jack L. Roberts and Michael M Owens</p> <p>2a 2b 2c 3a 5a 5b 5c 5d 6c 7a 7b 7c 8a 8c</p>	<p>Stories by the Same Author Julia Donaldson – Zog, Stickman A Squash and a Squeeze.</p> <p>Stories involving fantasy The Dragon Machine - Helen Ward.</p> <p>The Paper Bag Princess - Robert Munsch.</p> <p>2a 2b 2c 5a 5b 5c 5d 6a 6b 6d 7a 7b 7c 8a 8b</p>
Phonics	<p>Teach grapheme phoneme correspondences</p> <p>Dge, g, c, kn, gn, wr, le, el, il, al, homophones, vowel suffix drop e, vowel suffix double letter</p>	<p>Teach grapheme phoneme correspondences</p> <p>Vowel suffix y to an I, assess, y, al (or), o (u), ey, after w – a (o), after w – or (er), after w – ar (or), s (zsh), ti, i</p>	<p>Teach grapheme phoneme correspondences</p> <p>Consonant suffixes, contractions, possessive apostrophe, assess, review dge adding suffix, review g adding suffix, review c adding suffix, review kn adding suffix</p>	<p>Teach grapheme phoneme correspondences</p> <p>Review gn adding suffix, review wr adding suffix, review le adding suffix, review el, il, al adding suffix, review y adding suffix, review al (or) adding suffix</p>	<p>Teach grapheme phoneme correspondences</p> <p>Review o (u) adding suffix, review ey adding suffix, review w – a (o) adding suffix, review w -ar (or) adding suffix, review z (zsh) adding suffix</p>	<p>Teach grapheme phoneme correspondences</p> <p>Review ti adding suffix, review l adding suffix, homophones, vowel suffix drop e, vowel suffix double letter, vowel suffix y to an I, consonant suffix, contractions, possessive apostrophe, CEWs</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Punctuation and Grammar</p>	<p>Capital letters and full stops, question marks to demarcate sentences, exclamation marks to demarcate sentences, Cursive handwriting and letter formation in letter groups (curved, ladder, robot, zig zag) with termly assessment Pencil Grip – snap, snap, sit on the log co-ordination (or, and, but) and subordination (when, if, that, because) continuous use of past/present tense in writing</p> <p>2a 2b 5a 5b 10a 10c 11a 12a 12b 12c</p>	<p>Types of sentences: exclamation, command, statement and question, grammatical patterns in a sentence indicate function: statement and question, Cursive handwriting and letter formation in letter groups (curved, ladder, robot, zig zag) with termly assessment Pencil Grip – snap, snap, sit on the log Co-ordination (or, and, but) and subordination (when, if, that, because) continuous use of past/present tense in writing,</p> <p>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 11a 12a 12b 12c</p>	<p>Types of sentences: exclamation, command, statement and question Speech marks, apostrophes for ownership, apostrophes for contractions, homophones, alliteration, commas in a list. expanded noun phrases for description and specification, Pencil Grip – snap, snap, sit on the log</p> <p>1a 1b 1c 2a 2b 5c 5d 9a 9b 10a 10c 11a 12a 12b 12c</p>	<p>Formation of adjectives using suffixes e.g. –ful, –less, apostrophes to mark where letters are missing (contractions), apostrophes to mark singular possession in nouns (possessive), continuous use of past/present tense in writing, use of suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs, co-ordination (or, and, but) and subordination.</p> <p>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 10a 10b 11a 11b 12a 12b 12c</p>	<p>Use the progressive form of verbs in the present, use the progressive form of verbs in the past apostrophes for contraction, use of suffixes ‘–er’, ‘–est’ in adjectives and the use of ‘-ly’ in standard English to turn adjectives into adverbs, commas to separate items in a list, co-ordination (or, and, but) and subordination (when, if, that, because).</p> <p>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 9a 9b 10a 10b 10c 11a 11b 12a 12b 12c</p>	<p>nouns using suffixes, e.g. ‘-ness’, ‘-er’ and by compounding, use of suffixes ‘-er’, ‘-est’ in adjectives and the use of ‘-ly’ in standard English to turn adjectives into adverbs, apostrophes to mark singular possession in nouns (possessive), co-ordination (or, and, but) and subordination (when, if, that, because).</p> <p>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 9a 9b 10a 10c 11a 11b 12a 12b 12c</p>
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<p style="text-align: center;">Big Write</p>	<p>Fiction: Traditional Tales - The Three Little Pigs – Retelling story, Fiction: Traditional Tales - The Three Little Pigs – alternative viewpoint, Fiction: Traditional Tales - The Three Bears – alternative viewpoint, Non-Fiction: X-Curricular Place & Time - The Wind in the Willows – Letters, diaries, persuasive language, 1st person, Non-Fiction: X-Curricular Science - Biographies – The Wright Brothers, Non-Fiction: X-Curricular Place & Time - Rivers – Recount, Non-Fiction: X-Curricular Place & Time – The Wind in the Willows – diary entries</p> <p>2a 2b 2c 4a 4b 4c 6a 6b 7a 7b 7c 8a 8b 8c 8d 8e 10c 12a 12b 12c</p>	<p>Fiction: Stories with Familiar Settings – Not Now Bernard – speech Fiction: Stories with Familiar Settings – Gorilla – speech Fiction: Stories with Familiar Settings – Monster stories – creative writing Fiction: Stories with Familiar Settings – Monster stories – creative writing endings Fiction: Visual Literacy: Literacy Shed Non-fiction: Recounts – Norden Farm trip Non-fiction: Letters – thank you to Norden Farm, Non-fiction: Letters – thank you to family at Christmas</p> <p>1a 1b 2a 2b 2c 4a 4b 4c 6a 6b 7a 7b 7c 8a 8b 8d 10b 12a 12b 12c</p>	<p>Fiction: Story with a Moral – The Lifevest, Kindness Boomerang Fiction: Stories by a Significant Author (Roald Dahl) – The Witches – spell poetry – to learn, recite and perform Fiction: Stories by a Significant Author (Roald Dahl) – The Witches – character description Non-Fiction Recount: Trip to Roald Dahl Museum Non-Fiction: Maths Week – An Interview with Katherine Johnson</p> <p>2a 2b 2c 3a 3b 6a 6b 7a 7b 7c 8a 8b 8d 8e 10a 10b 10c 12a 12b 12c</p>	<p>Non-Fiction: Non-Chronological Reports – The Great Fire of London – fact file of GfOL Non-Fiction: Non-Chronological Reports - The Great Fire of London – recount Non-Fiction: X-Curricular Place and Time – St Paul’s Cathedral – recount of trip Great Fire of London: Paul Perreo – Oracy Performance Fiction: Stories by Famous Authors – Carol Ann Duffy: The Tear Thief Repetitive Poems – Spike Milligan – nonsense poems</p> <p>1a 1b 1c 2a 2b 3a 3b 4a 4b 4c 6c 8a 8b 8c 8d 8e 9a 9b 10a 10b 10c 12a 12b 12c</p>	<p>Non-Fiction: Non-Chronological Report: Culture of China (linked to Arts & Culture week) Non-Fiction: Non-Chronological Report: Animals of China (linked to Arts & Culture week) Fiction: The Greedy Man (based in China)</p> <p>1a 1b 1c 2a 2b 3a 3b 6c 7a 7b 7c 8a 8c 8d 8e 9a 9b 10a 10b 10c 12a 12b 12c</p>	<p>Stories by the same author: Julia Donaldson – Stickman Zog (instructional text) Fiction: The Dragon Machine: A poem focus on adverbs & verbs Fiction: The Paperbag Princess: Alternative Princesses Non-Fiction: A Sportsman Profile (linked to Sports Week).</p> <p>1a 1b 2a 2b 2c 6a 6b 6c 7a 7b 7c 8a 8b 8d 9a 9b 10a 10b 10c 12a 12b 12c</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science and Technology</p>	<p>(POND UNIT) Plants: Learn why plants need certain conditions to survive with an observation investigation and prediction. Create artwork based on the results of the observation investigation. Study the life cycle of a plant. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2</p>	<p>Use of Everyday Materials: Explore the useful properties of materials with a range of investigations involving absorbency, elasticity and flexibility to find out which paper is strongest. Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2</p>	<p>Animals including Humans: Humans: Exploring and comparing the human body through experiments. Study the use of medicine and hygiene for our bodies to keep us healthy. Build understanding that exercise makes the heart work harder and that it is an essential part of a healthy lifestyle. Find out about healthy lunch box foods before designing and sharing your own snack. Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S4.1, S4.2, S4.3</p>	<p>Living Things & Their Habitats: How can we work out what's alive and what's not? Collect specimens and sort them into categories. Investigate habitats and food chains. Design and make a bug hotel made up of different microhabitats to encourage a variety of creatures you can investigate. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S2.1, S2.2</p>	<p>Animals including Humans: Hatch eggs and study the life cycle of chickens. Compare and classify animals by their type e.g., reptile, bird. Find out about the term 'offspring' linked to hatching of chicks. Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S4.1, S4.2, S4.3</p>	<p>Living Things & Their Habitats: Create a class allotment, grow and nurture your own plants by watering and introducing useful mini beasts, understand how food chains work and understand that energy from the Sun is passed through each link in a food chain. Sample some of the food you have grown. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Place & Time</p>	<p>The River Thames Parts of a river, uses of the river, location and key facts about River Thames, important places along the Thames from Henley to London and identify on a map. 1.4, 1.9, 1.12, 1.13</p> <p>Field Trip – River and Rowing Museum (the use and features of a river/Wind in the Willows linked to Literacy).</p>	<p>Navigation & The 7 Continents 7 continents, 5 oceans, capital cities and counties of UK, 8-point compass, Google Maps and Google Earth/Aerial photos, directional language, keys 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13</p>	<p>Changes within living memory & 20th Century icons A chronology of domestic life, clothes, transport, communication methods, toys & books, food and music. Emmeline Pankhurst- the suffragettes and women’s right to vote, The Beatles and the change in music from the 60s, Roald Dahl. Timeline of British icons. 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>Field Trip – Roald Dahl museum</p> <p>Theme day – Roald Dahl book characters</p>	<p>St Paul’s Cathedral & Samuel Pepys Great Fire of London, timeline of eras surrounding 17th century, buildings then and now, London in 17th Century and now, fire safety then and now 1.1, 1.2, 1.3, 1.4, 1.9, 1.13</p> <p>Field Trip – St Paul’s Cathedral</p>	<p>Life in a Chinese Village – Chan’gou Human features, physical features, earthquakes, similarities and differences, a day in the life’, use of River Lijiang and Jinsha. Mount Everest and Sir Edmund Hillary (importance of same week as coronation), Himalayan mountain range 1.3, 1.7, 1.9</p> <p>Arts and Culture Week: China</p>	<p>20th Century Time Period First aeroplane flight, evolution of technology, e.g. WWW, computers and mobile phones (Bill Gates), GPS devices</p> <p>Sustainability – Waste Hierarchy.</p> <p>Sports Week (please teach over this time): History through sport – Tennis, referenced to Wimbledon, famous players. 1.1, 1.2, 1.3, 1.9</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Faith & Belief</p>	<p>Theme- What did Jesus teach? DRE- Key Question- Is it possible to be kind to everyone all the time? PBS – Key Question – Why do some people follow religious leaders and teachings? AF – Believing/Behaving Objectives - <i>Learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. (Moral & Social)</i></p> <p>Religion- Christianity 2.1, 2.2, 2.3, 2.4, 2.5</p>	<p>Theme-Christmas- Jesus is a gift from God DRE- Key Question-Why did God give Jesus to the world? PBS – Key Question - Does everyone believe the same things about God? AF – Believing Objectives - learning to reflect on the Christmas story and the reasons for Jesus’ birth. (Spiritual/Moral)</p> <p>Religion- Christianity 2.7, 2.8, 2.9, 2.10, 2.11, 2.12</p>	<p>Theme-Prayer at Home DRE - Key Question- Does praying at regular intervals everyday help a Muslim in his/her everyday life? PBS – Key Question - How do some religions demonstrate that everyone is special? AF – Believing/Belonging Objectives - learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. (Spiritual//Moral/Cultural)</p> <p>Religion—Islam 2.13, 2.14, 2.15, 2.16, 2.17, 2.18</p>	<p>Theme-Easter-Resurrection DRE - Key Question- Is it true that Jesus came back to life again? PBS – Key Question - Why do symbols and stories play important roles in religions? AF –Believing Objectives - learning to re-tell the Easter story and understand what Jesus’ resurrection means for Christians. (Spiritual)</p> <p>Religion- Christianity 2.19, 2.20, 2.21, 2.22, 2.23, 2.24</p>	<p>Theme – Community & Belonging DRE -Key Question – Does going to the mosque give Muslims a sense of belonging PBS – Key Question - How do some religions demonstrate that everyone is special? AF – Believing/Belonging Objectives - learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. (Spiritual/Cultural)</p> <p>Religion- Islam 2.25, 2.26, 2.27, 2.28, 2.29, 2.30</p>	<p>Theme-Hajj DRE - Key Question- Does completing Hajj make a person a better Muslim? PBS – Key Question Does everyone believe the same things about God? - How do some people’s religious beliefs encourage them to care for the world? AF – Believing/Behaving Objectives - learning to understand what happens during Hajj and to explore the importance of this to Muslims. (Spiritual/Moral/Cultural)</p> <p>Religion- Islam 2.31, 2.32, 2.33, 2.34, 2.35, 2.36</p>

Arts and Creativity	<p>Music: Listening & Appraising - Beginning to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing - Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. M1.1, M1.3</p> <p>Theme: Hands, Feet and Heart South African music</p>	<p>Music: Listening & Appraising - Beginning to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing - Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. M1.1, M1.3</p> <p>Theme: Ho Ho Ho A Christmas song</p>	<p>Music: Playing - Continue to learn to play tuned percussion instruments in a group/band/ensemble. Use correct techniques & with respect. (Glockenspiels) Improvisation – Improvise simple rhythms using different instruments including the voice. M1.2, M1.3, M1.4</p> <p>Theme: I Wanna Play in a Band Rock music Musician Study: The Beatles.</p>	<p>Music: Playing - Continue to learn to play tuned percussion instruments in a group/band/ensemble. Use correct techniques & with respect. (Glockenspiels) Improvisation – Improvise simple rhythms using different instruments including the voice. M1.2, M1.3, M1.4</p> <p>Theme: Zootime Reggae music</p>	<p>Music: Composition – Begin to create your own responses, melodies and rhythms and record them in some way. Singing - Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. M1.1, M1.3, M1.4</p> <p>Theme: Friendship Song A song about being friends</p>	<p>Music: Listening & Appraising - Continue to recognise styles of music and recognising instruments. Build on understanding of the dimensions of music (Pulse, rhythm, pitch & dynamics) Singing - Continue to sing in pitch, learning about singing and vocal health. Start to learn about singing in a group. M1.1, M1.3</p> <p>Theme: Reflect, Rewind and Replay Consolidation of musical learning. Context for History of Music and Language of Music.</p>
	<p>Art: Appraisal & Appreciation Explain what you like about the work of a famous artist/craft maker/designer and give reasons. Recreate and create responses to work of the artist A1.3, A1.4</p> <p>Theme: Claude Monet, using watercolours, sponge painting, finger painting. The Waterlily Pond.</p>	<p>Art: Skills & Technique Drawing Develop pencil drawing skills. Experiment with tones using pencils, chalk or charcoal. A1.2, A1.2, A1.3</p> <p>Theme: Drawing a shoe from observation – science, materials</p>	<p>Art: Exploring Media Use a variety of media including pencils, crayons, pastels, felt tips, charcoal & chalk to represent objects in lines A1.2, A1.2, A1.3</p> <p>Theme: Illustrations, work of Quentin Blake, Place & Time, Roald Dahl</p>	<p>Art: Appraisal & Appreciation Understand that artistic works are made by craftspeople of different cultures and times. Explain what you like about a piece of art & why A1.3, A1.4</p> <p>Theme: David Hockney, abstract landscape paintings, habitats X-Curricular Art – The Great Fire of London & St Paul’s Cathedral (Place & Time)</p>	<p>Art: Skills & Technique Make textured collages by folding, crumpling, and tearing materials. Cut, glue and trim material to create images. A1.1, A1.2, A1.3</p> <p>Theme: Arts & Culture week – China, Himalayan Mountain range collage</p>	<p>Art: Exploring Media Sculpture Experiment with using and manipulating clay to create art. Use fingertips to mould clay to make a 3D product. A1.1, A1.2</p> <p>Theme: Design (draw), model and make a 3D plane, Place & Time, first aeroplane flight</p>

	<p>Drama: Drama</p> <p>Present part of traditional stories, own stories or work from different parts of the curriculum for members for members of class D1.7, D1.8</p> <p>Theme: Role-play, story sequencing, (Pie Corbett) for traditional tales e.g. The Three Little Pigs</p>	<p>Drama: Oracy</p> <p>Tell real or imagined stories using the conventions of familiar story language D1.7, D1.8, D1.9</p> <p>Theme: Not Now Bernard, Gorilla – repetitive language in stories</p>	<p>Drama: Drama</p> <p>Adopt appropriate roles in small or large groups and consider alternative courses of action D1.1, D1.3, D1.5, D1.7, D1.8</p> <p>Theme: Faith & Belief, the Passover story, Judaism</p>	<p>Drama: Oracy</p> <p>Speak with clarity and use intonation when reading and reciting texts. Learn choral piece D1.7, D1.8, D1.11</p> <p>Theme: The Great Fire of London poem / song, Paul Perro</p>	<p>Drama: Oracy</p> <p>Explain ideas and processes using language and gesture appropriately Learn choral piece D1.7, D1.8, D1.11</p> <p>Theme: Chinese choral piece, Arts & Culture Week</p>	<p>Drama: Drama</p> <p>Consider how mood and atmosphere are created in live or recorded performance D1.7</p> <p>Theme: Using Green Screen – recorded performance of the Dragon Machine, Literacy</p>
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Citizenship and Ethics	<p><u>Making the Right Choices in Class, School & Home</u> Learning to respect. School and property. Growth Mindset. Rewards and Consequences. Learning Charter Setting goals (assembly led) Safeguarding: Peer on Peer Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Online Relationships: ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. Mutual respect and tolerance. Picture News Weekly Lesson Starter Covid-19 Hygiene and safety measures One Decision: Keeping & Staying Safe One Decision: Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to '5 ways' and Setting Goals 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 1.15, 1.16, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 2.27, 1.28, 1.33</p>	<p><u>Taking and Sharing Responsibilities</u> Learn about what being responsible means. Growing old. Meeting & talking with people. COP Lesson: Linked to the annual conference Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationships: Keeping personal information safe online. Mutual respect and tolerance. Picture News Weekly Lesson Starter One Decision: Hazards One Decision: Being Responsible Five Ways of Wellbeing: Give – Linked to Responsibilities to the community 1.6, 1.8, 1.3, 1.15, 1.18, 1.22, 1.23, 1.24, 1.25, 1.28, 1.31, 1.33</p>	<p><u>Discrimination</u> Learning about similarities and differences between people. Safeguarding: Discrimination / Faith Abuse. Racism Words that harm. Standing up for yourself and others. Lesson linked to Children's Mental Health Week (February) Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Influential person case study: Rosa Parks Mutual Respect and tolerance. Individual liberty Picture News Weekly Lesson Starter One Decision: Relationships Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children's Mental Health Week 1.3, 1.6, 1.8, 1.10, 1.11, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><u>Rights & Wrongs</u> To understand the rights and wrongs in different situations. Making the right decision. Thinking about decisions before making them. The Cat & The Fox. Debating skills. Resolve disputes and conflicts through negotiations Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults. Democracy Rule of law Mutual respect and tolerance Individual Liberty Picture News Weekly Lesson Starter One Decision: Relationships or Feeling & Emotions Five Ways of Wellbeing: Give – Linked to our ethical decisions 1.3, 1.4, 1.6, 1.8, 1.12, 1.14, 1.15, 1.17, 1.22, 1.23, 1.24, 1.25, 1.28, 1.33</p>	<p><u>Money</u> Understanding the importance of money. Where does it come from? Which items are luxury/ essentials? The role of money and its impact in their own and others' lives. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Individual Liberty Mutual respect and tolerance Picture News Weekly Lesson Starter One Decision: Our World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) +Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, exercise) 1.3, 1.6, 1.8, 1.14, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>	<p><u>Fair Trade</u> Identifying Fair trade products. Where does chocolate come from? Mental wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Democracy Picture News Weekly Lesson Starter One Decision: Feelings & Emotions Five Ways of Wellbeing: Active – Linked to Sports Week 1.3 1.6, 1.8, 1.10, 1.12, 1.15, 1.22, 1.23, 1.24, 1.25, 1.28, 1.29, 1.33</p>
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Physical Health	<p>Invasion Games - Rugby basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Invasion Games - Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Dance - The Beetles Dance with Props Props and rhythm When I'm 64 – dancing with flat caps</p> <p>P – perform basic dance actions with some idea of mood and feeling. (Cross curricular – Great Fire of London) C – change and vary actions and demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c</p>	<p>Netball basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Theme: Great Fire of London Use of flame props</p> <p>P – perform dances in unison with expression and rhythm. C – respond to stimuli by creating movement in pairs and small groups. A – evaluate each other's performances by relating movement to stimuli. 1a, 1c</p>	<p>Athletics basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>	<p>Athletics basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>

<p>Emotional Health</p>	<p>C&E: Learning to respect. Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Internet safety and harms: where and how to report concerns and get support with issues online Online Relationships: That people sometimes behave differently online, including by pretending to be someone they are not. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>C&E: Visit from NHS. Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how information and data is shared and used online.</p>	<p>S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>C&E: Money Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Mental wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity). Education outside the classroom: Mobile Caving</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing and Education Technology</p>	<p>Using the Internet Safely to Research Rivers (Online Safety) Know how to refine searches using the Search too. Have some knowledge and understanding about sharing more globally on the Internet. Understand that information put online leaves a digital footprint or trail</p> <p>Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Internet safety and harms: where and how to report concerns and get support with issues online Online Relationships: That people sometimes behave differently online, including by pretending to be someone they are not. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 1.5, 1.6</p>	<p>Using Purple Mash to navigate vehicles around a road (Coding) Understand what an algorithm is? Understand how to use the Repeat command. Know what debugging means. Create programs using different kinds of objects whose behaviours are limited to specific actions</p> <p>Silhouette Software (2D Printer (link to S&T)) Online Relationship – how information and data is shared and used online. (link to C&E) 1.1, 1.2, 1.3</p>	<p>Internet research on The Beatles and Roald Dahl (Effective Searching) Understand the terminology associated with searching. Gain a better understanding about searching on the Internet. Create a leaflet to help someone search for information on the Internet 1.5, 1.6</p> <p>Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>Using PowerPoint to present information about the Great Fire of London (Presenting ideas) Explore how a story can be presented in different ways. Make a fact file on a nonfiction topic using Publisher or PowerPoint adding pictures from clipart or Files. 1.3, 1.4</p> <p>Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Printing Pictures to Create Collages (Creating Pictures) Explain what is meant by impressionist style of art (Monet, Degas, Renoir) Recreate pointillist art and look at the work of pointillist artists. 1.4</p> <p>Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Use Purple Mash to classify different animals according to their properties (Questioning) Show that the information provided on pictogram is of limited use beyond answering simple questions. Use YES or No questions to separate information. Use a range of yes/no questions to separate different items. Construct a binary tree to separate different items. 1.4</p>
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<p style="text-align: center;">P4C</p>	<ol style="list-style-type: none"> 1. Citizenship – Kindness - The ‘Naughty-O-Meter’ – ranking statements from the naughtiest to the least naughty (behaviour) 2. British Values – Tolerance - Is it fair to care more about some people more than others? 3. Science & Technology - Do you think it would be better if we had no technology like phones or iPads? 4. Should children be teachers and teachers be the children for the day? 5. Can robots every replace teachers? 6. When do you stop being a child? 	<ol style="list-style-type: none"> 1. Faith and Belief link – ‘Explaining Christmas to an alien 2. Citizenship – BV Mutual Respect & Tolerance – talking about fairness - ‘When is it okay to buy our way out of doing something we don’t want to do?’ 3. Science – ‘Talking Rubbish – Ethics of waste disposal’ 4. Place & Time – ‘Is it better to live in a town or in the countryside?’ 5. Citizenship – ‘Would it be a good thing if rooms tidied themselves up?’ 6. Literacy – ‘Is a story more exciting if it’s true or made up?’ 	<ol style="list-style-type: none"> 1. Science – Healthy Living – ‘If it’s okay to eat beef, is it okay to eat cat?’ 2. Place & Time - ‘If you could go back in time, is it okay to go back and change something?’ 3. Book Week – ‘Is it better for a book to read itself to you or for you to read a book yourself?’ 4. British Values – Mutual Respect & Tolerance – Discrimination, Fairness vs. Equality ‘What is the meaning of fair?’ 5. Art & Creativity – ‘What makes good music?’ 6. Science – ‘The Eat-O-Meter’ – ranking aspects of eating that we have control over 	<ol style="list-style-type: none"> 1. Science – Habitats – ‘Would you prefer to be a wild rabbit or a tame rabbit?’ 2. Faith & Belief – Christianity, The Easter Story – ‘Would it be better if we gave real eggs or chocolate eggs at Easter?’ 3. Citizenship / British Values – Rights and Wrongs, Tolerance - ‘Are some things wrong no matter what people think, or are right and wrong just people’s opinions?’ 4. Art & Design – Thinking about Art – ‘What makes art, art?’ 5. Maths – ‘The Numbers Strike’ – thinking about a world without numbers 6. Literacy – Poetry – ‘Aha!’ a poem for discussion about speaking aloud and meanings 	<ol style="list-style-type: none"> 1. Science – Animals – ‘What would happen if you mixed up a life cycle?’ 2. Place & Time – China – ‘Does your nationality impact your values?’ 3. Faith & Belief – Islamic Faith/Mosques – ‘Does where you are, effect the impact of your prayer?’ 4. Citizenship – Money – ‘Does money make you happy?’ 5. ICT – Collages – ‘What do you feel and think when you look at a collage you made?’ 	<ol style="list-style-type: none"> 1. Science – Living things & habitats – ‘Why is it important to grow things?’ 2. Technology – ‘What can we learn about ourselves or the world using puppets?’ 3. Place & Time – 20th C – ‘Would you rather invent a plane or the phone?’ 4. Faith & Belief – Islamic Belief – A belief o-meter, ranking the values of a Muslim and why? 5. Citizenship – Fair Trade – ‘What do the words fair and trade mean to you?’
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<p>Mandarin</p>	<p>Can I revise greetings from Y1? Can I learn the Chinese story of 'horse, horse tiger, tiger'? Can I learn about Mid-Autumn Festival mooncakes? Can I learn about Mid-Autumn Festival mooncakes and different flavours while reviewing colours and fruits? Can I review colours and fruits? Can I learn to talk about different fruits in mooncakes I want and don't want to eat?</p>	<p>Can I count from 0-10 and recognise some Chinese characters for numbers? Can I count from 0-10 and recognise some Chinese characters for numbers? Can I learn the rule for building numbers 11-19 and be able to count the numbers up to 13 orally? Can I say different months of the year in Chinese and recognize the character 月? Can I learn about why Chinese people gift each other Christmas apples on Christmas Eve? Can I decorate a Christmas apple box to give to a special person on Christmas Eve?</p>	<p>Can I review the rule for building numbers 11-19 and be able to count to 19 orally? Can I learn the Chinese New Year story of the Great Race? Can I use 'pinyin link words' to remember words for animals? Can I use 'pinyin link words' to remember words for animals? Can I learn about Chinese tangrams? Can I learn about Chinese tangrams?</p>	<p>Can I learn the rule for building numbers in tens and be able to count the numbers in tens orally? Can I review the two rules for building numbers and learn to count numbers up to 31? Can I review the two rules for building numbers and be able to count any numbers up to 99? Can I sing happy birthday in Chinese and learn how to say the date of one's birthday? Can I review the happy birthday song and practice saying the date of one's birthday? Can I make a class birthday chart in Chinese?</p>	<p>Can I review numbers up to 31 and practice saying different dates in Chinese? Can I review the happy birthday song and say the date of one's birthday? Can I learn how to say one's age? Can I learn the word 'family' and words for family members? Can I learn to say 'I love you' in Mandarin Chinese to different family members? Can I practice saying 'I love you' in Mandarin Chinese and different family members?</p>	<p>Can I review all content so far through KS1? Can I review all content so far through KS1? Can I review all content so far through KS1? Can I review all content so far through KS1? Can I complete a KS1 Mandarin Assessment? Can I play Mandarin games?</p>
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Maths	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	NUMBER	
	Number and Place Value Count in steps of 2 and 5 from 0, and tens from any number, forward or backward e.g. 93, 83, 73, 63, ...	Number and Place Value identify, represent and estimate numbers using different representations, including the number line	Number and Place Value count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward	Number and Place Value identify, represent and estimate numbers using different representations, including the number line	Number and Place Value count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward	Number and Place Value identify, represent and estimate numbers using different representations, including the number line	Number and Place Value identify, represent and estimate numbers using different representations, including the number line
	recognise the place value of each digit in a two-digit number (tens, ones)	use place value and number facts to solve problems	recognise the place value of each digit in a two-digit number (tens, ones)	compare and order numbers from 0 up to 100; use <, > and = signs	recognise the place value of each digit in a two-digit number (tens, ones)	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers from 0 up to 100; use <, > and = signs
	read and begin to write numbers to at least 100 in numerals and in words e.g. forty	Addition and Subtraction solve problems with addition and subtraction:	read and write numbers to at least 100 in numerals and in words e.g. <i>forty-five</i>	use place value and number facts to solve problems.	read and write numbers to at least 100 in numerals and in words e.g. <i>forty-five</i>	use place value and number facts to solve problems.	use place value and number facts to solve problems.
	compare and order numbers from 0 up to 100	<ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods 	Addition and Subtraction add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$	Addition and Subtraction add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$	partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$
	Addition and Subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations	Addition and Subtraction a two-digit number and tens two two-digit numbers e.g. $34+29$ adding three one-digit numbers e.g. $6 + 5 + 4$	Addition and Subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Addition and Subtraction a two-digit number and tens two two-digit numbers e.g. $34+29$ adding three one-digit numbers e.g. $6 + 5 + 4$	Addition and Subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Addition and Subtraction solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	<ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens e.g. $87 - 30 = 57$ 	and missing number problems.	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	applying their increasing knowledge of mental and written methods	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	applying their increasing knowledge of mental and written methods	applying their increasing knowledge of mental and written methods
Begin to recall and use addition and subtraction facts to 20, e.g. $19 - 7 = 12$ and derive and use related facts up to 100 e.g. $30 = 90 - 60$	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Multiplication and Division show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	Multiplication and Division show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
Multiplication and Division show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Multiplication and Division begin to recall and use	recognise and use the inverse relationship between multiplication and division in calculations	use the language 'sum' and 'difference' e.g. find two numbers with a difference of 6 (3 and 9, 10 and 16..).	Multiplication and Division recognise and use the inverse relationship between multiplication and division in calculations	use the language 'sum' and 'difference' e.g. find two numbers with a difference of 6 (3 and 9, 10 and 16..).	use the language 'sum' and 'difference' e.g. find two numbers with a difference of 6 (3 and 9, 10 and 16..).	
			Multiplication and Division recall and use multiplication			Multiplication and Division recall and use multiplication	

<p>MEASUREMENT Measurement choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers</p> <p>compare and sequence intervals of time</p> <p>tell and write the time quarter past/to the hour and draw the hands on a clock face to show these times e.g. draw the hands on a clock face to show $\frac{1}{4}$ to 6, making sure the hour hand is located correctly</p> <p>GEOMETRY Properties of Shapes identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>draw lines and shapes using a straight edge</p> <p>Position and Direction order and arrange combinations of mathematical objects in patterns, including those in different orientations e.g. a turning shape, draw the next shape in the pattern</p>  <p>STATISTICS Use and interpret data interpret and begin to</p>	<p>multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers e.g. $22 \div 2 = 11$</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p><i>recognise and use the inverse relationship between multiplication and division in calculations</i></p> <p><i>relate multiplication and division to grouping and sharing discrete (e.g. counters and continuous quantities e.g. water</i></p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts e.g. <i>share 18 counters between 3 children</i></p> <p>Fractions recognise, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape</p> <p>MEASUREMENT Measurement compare and order lengths and record the results using $>$, $<$ and $=$</p>	<p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Measurement recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins to equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. <i>I buy 2 bags of sweets for 20p each, how much change will I get from 50p?</i></p> <p>GEOMETRY Properties of Shapes identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p><i>draw lines and shapes using a straight edge</i></p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>STATISTICS Use and interpret data interpret and construct simple pictograms e.g.</p>	<p>and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. $40\text{cm} \div 2 = 20\text{cm}$; 20cm is $\frac{1}{2}$ of 40cm</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity e.g. <i>how long is $\frac{1}{3}$ of a ribbon which is 60 cm long?</i></p> <p>write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half.</p> <p><i>count in fractions e.g. 0, $\frac{1}{2}$,</i></p>	<p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Measurement recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins to equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. <i>I buy 2 bags of sweets for 20p each, how much change will I get from 50p?</i></p> <p>GEOMETRY Properties of Shapes identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p><i>draw lines and shapes using a straight edge</i></p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>STATISTICS Use and interpret data interpret and construct simple pictograms e.g. where the symbol</p>	<p>and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. $40\text{cm} \div 2 = 20\text{cm}$; 20cm is $\frac{1}{2}$ of 40cm</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity e.g. <i>how long is $\frac{1}{3}$ of a ribbon which is 60 cm long?</i></p> <p>write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half.</p> <p><i>count in fractions e.g. 0, $\frac{1}{2}$,</i></p>	<p>and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. $40\text{cm} \div 2 = 20\text{cm}$; 20cm is $\frac{1}{2}$ of 40cm</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity e.g. <i>how long is $\frac{1}{3}$ of a ribbon which is 60 cm long?</i></p> <p>write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of two quarters and one half.</p> <p><i>count in fractions e.g. 0, $\frac{1}{2}$,</i></p>
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<p>construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Answer questions about totalling and comparing categorical data.</p>	<p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins to equal the same amounts of money <i>e.g. find different ways to make 25p</i></p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change <i>e.g. I buy a toy for £14; how much change do I get from £20?</i></p> <p>tell and write the time quarter past/to the hour and draw the hands on a clock face to show these times <i>e.g. draw the hands on a clock face to show ¼ to 6, making sure the hour hand is located correctly</i></p> <p>GEOMETRY Properties of Shapes identify and describe the properties of 3-D shapes, including the number of vertices and faces</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects <i>e.g. sort 3-D shapes in different ways such as whether they have triangular faces, all straight edges...</i></p> <p><i>recognise and name, polygons e.g. pentagon, hexagon, octagon and</i></p>	<p><i>where the symbol represents 2, 5 or 10 units,</i> tally charts, block diagrams and simple tables</p> <p>answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Maths Week Collecting, recording and representing data in block graphs and pictograms to show results. (R) (Maths Week)</p> <p>Financial Literacy Profit and Loss (R)</p> <p>Times Tables expected to be achieved by end of T3: 2s, 5s, 10s.</p>	<p>1, 1½, 2, 2½, ...</p> <p>Measurement compare and order lengths, masses and record the results using >, < and =</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales</p> <p>compare and sequence intervals of time</p> <p>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.</p> <p>GEOMETRY Properties of Shapes compare and sort common 2-D and 3-D shapes and everyday objects <i>e.g. sort 3-D shapes in different ways such as whether they are prisms, whether they have more than 8 edges...</i></p> <p><i>recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones</i></p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>GEOMETRY</p>	<p><i>represents 2, 5 or 10 units,</i> tally charts, block diagrams and simple tables</p> <p>answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>compare and order lengths, masses and record the results using >, < and =</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales</p> <p>compare and sequence intervals of time</p> <p>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.</p> <p>GEOMETRY Properties of Shapes compare and sort common 2-D and 3-D shapes and everyday objects <i>e.g. sort 3-D shapes in different ways such as whether they are prisms, whether they have more than 8 edges...</i></p> <p><i>recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones</i></p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>GEOMETRY</p>	<p>1, 1½, 2, 2½, ...</p> <p>Measurement compare and order lengths, masses and record the results using >, < and =</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales</p> <p>compare and sequence intervals of time</p> <p>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.</p> <p>GEOMETRY Properties of Shapes compare and sort common 2-D and 3-D shapes and everyday objects <i>e.g. sort 3-D shapes in different ways such as whether they are prisms, whether they have more than 8 edges...</i></p> <p><i>recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones</i></p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>GEOMETRY</p>
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		<p>cones</p>		<p>Position and Direction order and arrange combinations of mathematical objects in patterns, <i>including those in different orientations</i></p> <p>use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p> <p><i>Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)</i></p> <p>STATISTICS Use and interpret data answer questions about totalling and comparing categorical data.</p>		<p>Position and Direction order and arrange combinations of mathematical objects in patterns, <i>including those in different orientations</i></p> <p>use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p> <p><i>Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)</i></p> <p>STATISTICS Use and interpret data answer questions about totalling and comparing categorical data.</p> <p>Sports Week: Creating bar charts using data collected using tallies from the class's favourite sports</p>
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