CYCLE 2 of 2	Autumn	Spring	Summer
Theme	**Journeys** *1st Half Term – Babies* *2nd Half Term – Space*	**Down on the Farm**	**Fighting Fit!** *1st Half Term – Superheroes* *2nd Half Term – Bodies*
English	Babies: Labels/Captions/Stories with familiar settings **Avocado Baby/Baby Brains** *Year 1: RC 1, 2, 6, 7, 11, 12, 13 / S 1, 8 / WC 1, 2 / VPG 4* *Year 2: RC 1, 2, 6, 9, 13, 14, 15 / S 1, 9 / WC 1, 4, 5, 6, 7, 8, 10 / VPG 1* Recount **Rosie's Walk** *Year 1: RC 1, 6, 11, 12, 13 / S 1 / WC 1, 2, 4, 5 / VPG 1, 2, 3* *Year 2: RC 1, 2, 3, 14 / S 1 / WC 2, 5, 6, 8, 9, 10 / VPG 1, 2, 5* Stories by the same author (TFW) **Mr Gumpy's Outing/Mr Gumpy's Motor Car** *Year 1: RC 1, 3, 4, 6, 7, 12, 13 / S 1, 4 / WC 1, 2, 5 / VPG 1, 3, 4* *Year 2: RC 1, 2, 3, 6, 9, 12, 13, 14, 15 / S 1, 5 / WC 1, 4, 5, 6, 7, 8, 9 / VPG 4, 6, 7* *Class Text: George Speaks (Dick King-Smith)* <mark>Assessment: Recount of Walk around Village</mark> Space: Non-Fiction (fact sheet) Sun, Moon and Stars (Usborne Beginners) *Year 1: RC 1, 6, 7, 12, 13 / S 1, 4, 10 / WC 1, 2, 4 / VPG 1, 2, 3* *Year 2: RC 1, 4, 6, 12, 14, 15 / S 1, 9 / WC 1, 4, 5, 6, 9 / VPG 1, 4, 7* Diary (Link to Topic)	Poetry - Walking through the Jungle (change to farm animals) Stories with predictable patterned language - Farmer Duck Instructions - How to wash a woolly mammoth TFW (change to farm animal) *Class Text: The Enchanted Wood (Enid Blyton)* <mark>Assessment: Instructions</mark> Traditional Tales - The enormous turnip Non-fiction (leaflet) - Farm Animals (Katie Daynes) Letters – - The day the crayons quit (change to the day the farm animals quit?? write a letter from farm animals why they are fed up??) *Class Text: The Sheep-Pig (Dick King-*	Superheroes: Adventure Stories/Letters (TFW) - Supertato/Superworm *Year 1: RC 1, 8, 9, 10, 11, 12, 13 / S1 / WC1, 2, 3, 4, 5, 6 / VPG1, 3* *Year 2: RC 1, 2, 3, 7, 13, 14 / S1, 9 / WC 1, 4, 5, 7, 8, 10 / VPG 1, 4, 5* (Link to Florence in Topic – Non-Chronological Report) *Class Text: Superhero Street* <mark>Assessment: Story</mark> Bodies: Non-Fiction - Human Body (lift the flap book) *Year 1: RC 1, 2, 6, 13 / S1 / WC 1, 2, 4, 5, 6 / VPG1, 3* *Year 2: RC 1, 4, 6, 9, 10, 12 / S1 / WC4, 5, 6 / VPG1, 2, 7, 8* Explanation Text - (How can we stay healthy) Instructions - The Disgusting Sandwich (TFW) *Year 1: RC 1, 7, 8, 11, 12, 13 / S1, 8, 10 / WC1, 2, 3, 4 / VPG1, 2, 3* *Year 2: RC 1, 2, 14 / S1 / WC1, 4, 8, 9, 10 / VPG5, 7* *Class Text: The Adventures of Captain Underpants*

	Tim Peak/Neil Armstrong Fantasy Stories How to Catch a Star/The Way Back Home (Oliver Jeffers) *Year 1: RC 1, 3, 9, 10, 11, 12 / S 1, 8 / WC 1, 2, 3, 4, 5, 6 / VPG 1, 2 3* *Year 2: RC 1, 2, 7, 11, 13, 14 / S 1 / WC 1, 4, 5, 6, 8, 9, 10, 11 / VPG 1, 4, 5, 6, 7* Poetry – -Christmas poems (rhyme) *Class Text: Cakes in Space (Philip Reeve & Sarah McIntyre)* Assessment: Diary	*Smith)* Assessment: Letter	Assessment: Explanation/Non-fiction text
Maths *(Following Maths Hub for Mastery Programme)*	• Place Value • Addition & Subtraction • Multiplication & Division • Graphs	• Fractions • Measure: Money • Measure: Time • 2D & 3D Shape	• Measure: Temperature, Capacity, Length & Height, Weight/Mass • SATS Revision • Interim Gap Filling
History	<u>Neil Armstrong/Tim Peak.</u> - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - Events beyond living memory that are significant nationally or globally (first moon landing?)	<u>Local farming – now and then.</u> - Significant historical events, people and places in their own locality – history of farming machinery/tools.	<u>Florence Nightingale.</u> - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods

Science (Seasons change display board all year round)	**My clothing/Space materials** **Y1:** - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties **Y2:** - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - WS - Asking simple questions and recognising that they can be answered in different ways, Identifying and classifying, Using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions, performing simple tests.	**Farm animals and their young.** **Y1:** - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) **Y2:** - Explore and compare the differences between things that are living, dead, and things that have never been alive - Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - - 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 - WS - Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, identifying and classifying, using their observations and ideas to suggest answers to questions,	**Human body/ Healthy eating** **Y1:** - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - WS - Asking simple questions and recognising that they can be answered in different ways, identifying and classifying, using their observations and ideas to suggest answers to questions,
Geography	**Mapping journeys.** - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - 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 - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment ls in a key	**Human and physical features on a farm.** - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - 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	**Where does my food come from?** - Name and locate the world's 7 continents and 5 oceans - 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 - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Art	**Colour** - To use **painting** to develop and share their ideas and imagination - To develop a wide range of art and design techniques in using **colour** and **pattern**, - Learn about the work of a range of artists and making links to	**Collage** - To use a range of materials creatively to design and make products - To develop a wide range of art and design techniques in using colour, pattern, **texture**, line, shape, form and space	**Drawing/Printing** - To use **drawing**, painting develop and share their ideas, experiences and imagination. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between

	their own work.		different practices and disciplines, and making links to their own work.
DT	**Vehicles/Space Buggies** - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - Build structures, exploring how they can be made stronger, stiffer and more stable	**Baking Bread.** - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from. - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	**Healthy cooking/Food packaging.** - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.
Computing *(Year B Federation rolling programme)*	(TIOL) Basic computing skills (P) Simple algorithms Word/typing (P) Scratch Junior/ALEX	(HD) Transfer of data (P) Espresso coding E-safety	(M) Word (P) Scratch/Scratch Jr
Music	Charanga	Charanga	Charanga
RE	Christmas	Easter	

PSHE	Living in the Wider World (minimum 10 sessions)				Relationships (minimum 10 sessions)				Health and Wellbeing (minimum 10 sessions)		
	Rights and Responsibilities	**Environment**	**Money**		**Families and emotions**	**Healthy Relationships**	**Valuing Difference**		**Healthy Lifestyles**	**Keeping Safe**	**Growing and Changing**
Year 1 (Cycle 1 Catfield/Hickling)	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment	Where money comes from; how to use money - saving and spending money		Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas		What helps keep bodies healthy; hygiene routines	Keeping safe around household products; how to ask for help if worried about something	Recognise what they are good at; setting goals. Change and loss and how it feels
Year 2 (Cycle 2 Catfield/Hickling)	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved		Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas		Healthy choices; different feelings; managing feelings	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (inc. external genitalia)
PE											