

Year A: Class 1 and 2

KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Summer 2
	Emergency! - Superheroes	Fairy tale Kingdom	Farming / Growing	London	Transport / The World	The Deep Sea
<p>Class 1 themes cover Literacy, Science, History/Art Geography Modern Art</p> <p>English All topics also use a range of non-fiction books</p>	<p><u>Class 1 - theme weeks</u> Owls: Owl Babies, Little White Owl Apples: Helpful HHog, Itchy Bear Cezanne Mushrooms: Mushrooms in the Rain Leaves: Fletcher & Falling Leaves Sticks: Stickman LS Lowry Spiders: Incy Wincy World Fire: Safety, GF London / Guy Fawkes Acorns: Lost Acorn (Percy)</p> <p><u>Year 1 and 2</u> Supertato</p>	<p><u>Class 1 - theme weeks</u> Pumpkins: Pattan's Pumpkin Hedgehogs: Say Hi to Hhog, Hodge Stars: How to a Catch Star, Fox in the Dark Van Gogh Poppies: Remembrance / Edith Cavell Trees: Tree, Forgotten Forest, Look what I found... Klimt Dark: Peace at Last, Mog in Dark, Day/ Night Light Mountains: Wainwright / Lakes</p> <p><u>Year 1 and 2</u> Range of Fairytales</p>	<p><u>Class 1 - theme weeks</u> Hibernation: Winter Sleep, Bear Snores on Maps Snowflake: Jack Frost, Say Hello Snow Robins: Robin Red Vest Ice: One Snowy Night, Snow Bear Arctic, Antarctic explorers Penguins: Emperors Egg, Lost & Found Worms: Superworm, Yucky Worms Wind: Windy Day, Rosie's Hat</p> <p><u>Year 1 and 2</u> Farmer Duck</p>	<p><u>Class 1 - theme weeks</u> Rain: Splish, Splash, Splosh Spring Flowers: Anna Atkins art Nests/Birds: Beetles: What Ladybird Heard, Bug Parade - Lucy Arnold art Beans: Jack & BS, Jody's Beans Butterflies: I am Butterfly, Hungry Caterpillar, Book of Bugs</p> <p><u>Year 1 and 2</u> Paddington Bear</p>	<p><u>Class 1 - theme weeks</u> Seeds: Tiny Seed, Seed Story, Moon: Bob Man on Moon, Moon, Moon Rabbit N Armstrong Tadpoles: Growing Frogs, Queen's Jubilee: Paddington Bear London Rainbows: Mrs Rainbow Quentin Blake art Bees: Please the Bees, Bee Growing: Oliver's Veg, Christopher Nibble</p> <p><u>Year 1 and 2</u> Emma Jayne's Aeroplane</p>	<p><u>Class 1 - theme weeks</u> Herbs: Mary Seacole Sun/shadow: Flowers: VG & Sunflowers Van Gogh Fossils: Mary Anning Sea: Hurray for Fish, Commotion in the Ocean, Sharing a Shell Columbus</p> <p><u>Year 1 and 2</u> Dougal's Deep Sea Diary</p>
<p>Maths Maths no Problem!</p>	<p><u>Year 1</u> Numbers to 10, Number Bonds Addition within 10 <u>Year 2</u> Numbers to 100 Addition and Subtraction Multiplication of 2, 5 and 10</p>	<p><u>Year 1</u> Subtraction within 10 Positions Addition within 20 <u>Year 2</u> Multiplication and Division of 2, 5 and 10 Length and Mass</p>	<p><u>Year 1</u> Addition & Subtraction 0 - 20 Shapes and Patterns Length and Height <u>Year 2</u> Temperature Picture Graphs</p>	<p><u>Year 1</u> Numbers to 40 Addition & Subt word problems Multiplication <u>Year 2</u> Word problems, Money 2D shapes</p>	<p><u>Year 1</u> Division, Fractions Numbers to 100 Time <u>Year 2</u> 3D shapes Fractions</p>	<p><u>Year 1</u> Money Volume and Capacity Mass Space <u>Year 2</u> Time Volume</p>
<p>Science (9 sessions per unit)</p>	<p><u>Year 1: Animals including Humans</u> Identify and name a variety of common animals incl fish, amphibians, reptiles, birds & mammals. Identify & name a variety of animals (carnivores, herbivores and omnivores). Describe and compare structure of a variety of animals. Identify, name, draw and label basic parts of the body & say which part of the body is associated with each sense. <u>Year 2: Animals incl. Humans - Life Cycles</u> Notice that animals, incl. humans, have offspring which grow into adults. Find out about & describe basic needs of animals, including humans, for survival (water, food and air). Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene.</p>	<p><u>Year 1: Everyday materials</u> Distinguish between an object and the material from which it is made. Identify & name everyday materials, incl wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Year 2: Uses of everyday materials</u> Identify & compare 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.</p>	<p><u>Year 1: Seasonal Changes</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <u>Year 2: Living things and their habitats</u> Explore & compare the differences between things that are living, dead, and those never alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals & plants, and how they depend on each other. Identify & name a variety of plants & animals habitats, incl microhabitats. Describe how animals obtain food, using idea of a simple food chain, identify & name sources of food.</p>	<p><u>Year 1: Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Year 2: Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		
<p>History Geography</p>	<p><u>Geography: What's it like here?</u> 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use aerial photographs and plan perspectives to recognise landmarks and human/physical features. Use simple fieldwork and observational skills to study geography of school and its grounds.</p>	<p><u>History: What is a monarch?</u> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and create their own structured accounts. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Gain historical perspective by placing</p>	<p><u>Geography: What is the weather in the UK?</u> Name, locate and identify characteristics of the four countries and capital cities of UK. Identify seasonal and daily weather patterns in UK and location of hot and cold areas of the world in relation to equator. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use simple fieldwork and observational skills to study geography of school and its grounds.</p>	<p><u>History: Events beyond living memory</u> <u>The Great Fire of London</u> To know about events beyond living memory that are significant nationally or globally.</p>	<p><u>History: How am I making history?</u> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and create their own structured accounts. Gain historical perspective by placing growing knowledge into different contexts.</p>	<p><u>Geography: What can you see at the coast?</u> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of UK. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use simple fieldwork and observational skills to study geography of school and its grounds. Use aerial photographs and plan perspectives to recognise landmarks and human/physical</p>

- Year 1 Continuous Provision - used all year**
- Matching animals to continents
 - Compasses & maps
 - Directional games
 - Beebots & iPads
 - Seasonal & temp. changes - daily

		growing knowledge into different contexts.				features.
D&T Art	<u>D&T: Textiles</u> Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a joining technique, before decorating.	<u>Art: Drawing</u> Make your mark Explore mark making and line; working and experimenting with different materials through observational and collaborative pieces.	<u>D&T: Cooking and Nutrition</u> Balanced Diet Learn about the importance of a balanced diet and use that knowledge to create a tasty wrap.	<u>Art: Painting & Mixed Media</u> Colour Splash Explore colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	<u>D&T: Mechanisms</u> Wheels and Axles Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.	<u>Art: Sculpture and 3D</u> Paper Play Creating simple 3D shapes and structures using materials. Develop skills in manipulating paper and card. Fold, roll and scrunch materials to make their own sculptures.
P.E.	Coach	Dance Multi-skills	Multi-skills Gymnastics - balance	Games - throwing and catching	Dance Team games	Tennis
Music Charanga	C1: Reception: 'Me' unit C2: Year 1: 'Hey You' unit	C1: Reception: 'My Stories' unit C2: Year 1: 'Your Imagination' unit	C1: Reception: 'Our World' unit C2: Recorder Course	C1: Year 1: 'Rhythm In The Way We Walk & Banana Rap' unit C2: Recorder Course	C1: Yr 1: 'Round & Round' unit C2: Year 2: 'Hands, Feet, Heart' unit	C1: Year 1: 'Hey You' unit C2: Year 2: 'I WANNA Play In a Band' unit

Year B: Class 1 and 2

KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Summer 2	
	Space	Autumnal Forests	Ice and Snow	Africa	Cumbria: Local Area	Island Life / Hols	
<p>Class 1 themes cover Literacy, Science, History & Geog.</p> <p>English</p> <p>All topics also use a range of non-fiction books</p>	<p>Class 1 - theme weeks</p> <p>Owls: Owl Babies, Little White Owl</p> <p>Apples: Helpful HHog, Itchy Bear</p> <p>Cezanne</p> <p>Mushrooms: Mushrooms in the Rain</p> <p>Leaves: Fletcher & Falling Leaves</p> <p>Sticks: Stickman LS Lowry</p> <p>Spiders: Incy Wincy World</p> <p>Fire: Safety, GF London / Guy Fawkes</p> <p>Acorns: Lost Acorn (Percy)</p> <p>Year 2</p> <p>Bob, Man on the Moon</p>	<p>Class 1 - theme weeks</p> <p>Pumpkins: Pattan's Pumpkin</p> <p>Hedgehogs: Say Hi to Hhog, Hodge</p> <p>Stars: How to a Catch Star, Fox in the Dark Van Gogh</p> <p>Poppies: Remembrance / Edith Cavell</p> <p>Tress: Tree, Forgotten Forest, Look what I found... Klimt</p> <p>Dark: Peace at Last, Mog in Dark, Day/ Night Light</p> <p>Mountains: Wainwright / Lakes</p> <p>Year 2</p> <p>The Owl who was Afraid of the Dark</p>	<p>Class 1 - theme weeks</p> <p>Hibernation: Winter Sleep, Bear</p> <p>Snores on Maps</p> <p>Snowflake: Jack Frost, Say Hello Snow</p> <p>Robins: Robin Red Vest</p> <p>Ice: One Snowy Night, Snow Bear</p> <p>Arctic, Antarctic explorers</p> <p>Penguins: Emperors Egg, Lost & Found</p> <p>Worms: Superworm, Yucky Worms</p> <p>Wind: Windy Day, Rosie's Hat</p> <p>Year 2</p> <p>The White Bear King</p>	<p>Class 1 - theme weeks</p> <p>Rain: Splish, Splash, Splosh</p> <p>Spring Flowers: Anna Atkins art</p> <p>Nests/Birds:</p> <p>Beetles: What Ladybird Heard, Bug Parade - Lucy Arnold art</p> <p>Beans: Jack & BS, Jody's Beans</p> <p>Butterflies: I am Butterfly, Hungry</p> <p>Caterpillar, Book of Bugs</p> <p>Year 2</p> <p>Handa's Surprise</p>	<p>Class 1 - theme weeks</p> <p>Seeds: Tiny Seed, Seed Story,</p> <p>Moon: Bob Man on Moon, Moon, Moon Rabbit N Armstrong</p> <p>Tadpoles: Growing Frogs,</p> <p>Queen's Jubilee: Paddington Bear</p> <p>London</p> <p>Rainbows: Mrs Rainbow Quentin Blake art</p> <p>Bees: Please the Bees, Bee</p> <p>Growing: Oliver's Veg, Christopher Nibble</p> <p>Year 2</p> <p>Beatrix Potter Stories</p>	<p>Class 1 - theme weeks</p> <p>Herbs: Mary Seacole</p> <p>Sun/shadow:</p> <p>Flowers: VG & Sunflowers Van Gogh</p> <p>Fossils: Mary Anning</p> <p>Sea: Hurray for Fish, Commotion in the Ocean, Sharing a Shell Columbus</p> <p>Year 2</p> <p>Katie Morag Stories</p>	<p>Year 1</p> <p>Continuous Provision - used all year</p> <ul style="list-style-type: none"> Matching animals to continents Compasses & maps Directional games Beebots & iPads Seasonal & temp. changes - daily
<p>Maths</p> <p>Maths no Problem!</p>	<p>Year 1</p> <p>Numbers to 10, Number Bonds</p> <p>Addition within 10</p> <p>Year 2</p> <p>Numbers to 100</p> <p>Addition and Subtraction</p> <p>Multiplication of 2, 5 and 10</p>	<p>Year 1</p> <p>Subtraction within 10, Positions</p> <p>Addition within 20</p> <p>Year 2</p> <p>Multiplication & Division of 2, 5 & 10</p> <p>Length</p> <p>Mass</p>	<p>Year 1</p> <p>Addition and Subtraction within 20</p> <p>Shapes and Patterns</p> <p>Length and Height</p> <p>Year 2</p> <p>Temperature</p> <p>Picture Graphs</p>	<p>Year 1</p> <p>Numbers to 40</p> <p>Addition & Subt. word problems</p> <p>Multiplication</p> <p>Year 2</p> <p>Word problems</p> <p>Money, 2D shapes</p>	<p>Year 1</p> <p>Division, Fractions</p> <p>Numbers to 100</p> <p>Time</p> <p>Year 2</p> <p>3D shapes</p> <p>Fractions</p>	<p>Year 1</p> <p>Money, Volume and Capacity</p> <p>Mass</p> <p>Space</p> <p>Year 2</p> <p>Time</p> <p>Volume</p>	
<p>Science</p> <p>(9 sessions per unit)</p>	<p>Year 1: Animals including Humans</p> <p>Identify & name a variety of common animals incl fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores & omnivores. Describe & compare structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2: Animals incl. Humans - Life Cycles</p> <p>Notice animals, incl humans, have offspring which grow into adults. Find out & describe basic needs of animals, including humans, for survival. Describe importance of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Year 1: Everyday materials</p> <p>Distinguish between an object and the material from which it is made. Identify & name 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.</p> <p>Year 2: Uses of everyday materials</p> <p>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.</p>	<p>Year 1: Seasonal Changes</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Year 2: Living things and their habitats</p> <p>Explore & compare the differences between things that are living, dead, and those never alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals & plants, and how they depend on each other. Identify & name a variety of plants & animals habitats, incl microhabitats. Describe how animals obtain food, using idea of a simple food chain, identify & name sources of food.</p>	<p>Year 1: Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Year 2: Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>			
<p>History</p> <p>Geography</p>	<p>History: How did we learn to fly?</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations etc., Understand historical concepts such as continuity and change, cause and</p>	<p>Geography: Why is our world wonderful?</p> <p>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of UK. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use simple fieldwork and observational skills to study geography of school and</p>	<p>History: Explorers of the world.</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and create their own structured accounts. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	<p>Geography: Would you prefer to live in a hot or cold place?</p> <p>Name and locate the world's seven continents and five oceans. Understand the similarities and differences through studying the human and physical geography of a small area of UK, and of small area in contrasting non-European country, Identify seasonal and daily weather patterns in UK ad location of hot and cold areas. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the UK and its countries, as</p>	<p>Geography: Where am I?</p> <p>Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of UK. 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. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use aerial photographs and plan perspectives to recognise landmarks and human/physical features.</p>	<p>History: Grace Darling</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and create their own structured accounts. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	

	consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and create their own structured accounts. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Gain historical perspective by placing growing knowledge into different contexts.	its grounds. Use aerial photographs and plan perspectives to recognise landmarks and human/physical features.	Gain historical perspective by placing growing knowledge into different contexts.	well as countries, continents and oceans studied at this key stage. Use simple compass directions and locational directional language. Use simple fieldwork and observational skills to study geography of school and its grounds. Use aerial photographs and plan perspectives to recognise landmarks and human/physical features.	Use simple fieldwork and observational skills to study geography of school and its grounds.	Gain historical perspective by placing growing knowledge into different contexts.
D&T Art	<u>Art: Painting & Mixed Media</u> Life in Colour Develop colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint. Compose collages inspired by exploration of colour and texture in world around them.	<u>D&T: Mechanisms</u> Fairground Wheel Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.	<u>Art: Drawing</u> Tell a Story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail.	<u>D&T: Textiles</u> Pouches Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	<u>Art: Craft & Design</u> Map it out Responding to a design brief, children learn 3 techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	<u>D&T: Structures</u> Windmills Design and construct a windmill for a client(mouse) to live in. Explore various types of windmill, how they work and their key features.
P.E.	Coach	Dance Multi-skills	Multi-skills Gymnastics - balance	Games - throwing and catching	Dance Team games	Tennis
Music Charanga	C1: Reception: 'Me' unit C2: Yr 1: 'Round and Round' unit	C1: Reception: 'Big Bear Funk' unit C2: Yr 1: 'In the Groove' unit	C1: Reception: 'Everyone' unit C2: Recorder Course	C1: Yr 1: 'The Rhythm In The Way We Walk & Banana Rap' C2: Recorder Course	C1: Yr 1: 'Your Imagination' unit C2: Yr 2: 'Zoo Time' unit	C1: Yr 1: 'In the Groove' unit C2: Yr 2: 'Friendship song' unit