



KS 1	Autumn Term		Spring		Summer	
	1 7 weeks	2 7 weeks	1 6 weeks	2 6 weeks	1 6 weeks	2 7 weeks
Events	KS1 Harvest Festival Educational Visit to Nottingham Castle	KS1 Production	RE day	Educational Visit to Doncaster Zoo	Science Week	The Deep Residential Visit Time Travelling at Southwell Minster
Literacy	4 weeks of fiction texts by the same author. For example 'The Kiss that missed' by David Melling. 2 weeks of Castles and Knights non-fiction texts. 1 week of Castles and Knights poetry.	1 week of Bonfire and firework poetry - shape poems and acrostic poems. 3 weeks of fiction texts about adventure stories. For example Traction Man. 2 weeks of non-fiction texts about real life heroes. 1 week of letter writing. For example Letters to Santa.	3 weeks of fiction texts. For example Little Seal finds a Friend. There is a grammar focus in this unit. 1 week of poetry exploring patterns and rhyme. 2 weeks of non-fiction text / leaflets about the Polar regions.	3 weeks of non-fiction texts based on real life events and famous explorers. For example Captain Cook and Australia. 2 weeks fiction - Talk for Writing - Egg Drop by Mini Grey. 1 week of poetry exploring patterns and rhymes about the weather.	2 weeks of poetry exploring rhyming and shape poems. For example alien poems. 2 weeks on fiction texts about aliens. For example Aliens love underpants by Ben Freedman.	2 weeks of non-fiction texts about Ocean animals. 1 week of recounts about Time Travelling. 3 weeks on fiction texts - Talk for Writing - The Tin Forest by Helen Wood. 1 week of poetry and Riddles about Ocean animals. For example Commotion in the Ocean.
Grammar	<p>During the year the children will learn about;</p> <ul style="list-style-type: none"> <li>• Formation of adjectives using the suffixes est, er, ful and less.</li> <li>• Changing adjectives in to adverbs using the suffix 'ly'</li> <li>• Joining words and joining clauses when, if, that, because, and, but, or.</li> <li>• Punctuation including exclamation marks, question marks and commas in a list.</li> <li>• Writing in the correct tense.</li> <li>• Writing verbs in the past and present tense.</li> <li>• Using the apostrophe to indicate a missing letter.</li> <li>• Learning the Year 2 grammar vocabulary - noun, noun phrase, verb, adverb, adjective, command, statement, question, exclamation, suffix, tense and apostrophe.</li> </ul>					

<p>Numeracy</p>	<p><b>Place Value</b>          -Ordering numbers          -Odd and Even numbers.          -Recognise hundreds, tens and units.          -Writing numbers as words.</p> <p><b>Addition and Subtraction</b>          -Using a hundred square to add and subtract.          -Looking at number patterns on the hundred square.          -Addition and subtraction word problems.</p> <p><b>Shape</b>          -Name and describe the properties of 2D shapes.          -Sort shapes on to Venn and Carroll diagrams.          - Name and describe the properties of 3D shapes.          - Recognise 2D shapes as faces on the 3D shapes.</p> <p><b>Doubling and Halving</b>          - Line method to half.          - Use a picture method to double.          - Use the egg method.</p>	<p><b>Time</b>          -Tell the time to o'clock, half past, quarter past and quarter too.          -Find 1 hour earlier and 1 hour later.          -Convert digital time to analogue time.</p> <p><b>Addition and Subtraction</b>          -Add ten to a number and recognising patterns.          -Add two digit numbers using a picture method.          - Add using a number line.          - Subtracting ten          - Subtracting two digit numbers using a picture method.          -Subtracting using a number line.</p> <p><b>Money</b>          -Find different combinations to make a set amount.          - Adding two amounts of money.          -Finding the change from a given amount.          -Recognise the pound and pence signs.          -Solve 2 step problems with money.</p>	<p><b>Multiplication and division</b>          -Multiplying practically using cubes and hoops.          -Multiplying using the arrays method.          -Dividing practically using cubes and hoops.          -Dividing using a picture method.          -Finding the inverse multiplication and division.</p> <p><b>Fractions</b>          -Recognise and write fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math>.          -Find <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape or quantity.          -Write simple fractions.</p> <p><b>Statistics</b>          -Interpret data on to a pictogram.          -Use a tally chart.          -Create a bar graph from data collected.          -Answer questions from data provided.</p>	<p><b>Measurement</b>          -Choose appropriate standards of measure.          -Compare and order length, capacity, temperature and mass.</p> <p><b>Time</b>          -Write and tell the time to the nearest five minutes.          -Draw the hands on a clock face.          -Know the amount of hours in a day and minutes in an hour.</p> <p><b>Place Value</b>          -Recognise and use the &lt; &gt; and = sign.          -Estimating on number lines.          -Putting numbers on a number line.</p> <p><b>Addition and Subtraction</b>          -Know the inverse of addition is subtraction.          -Adding and subtracting using number lines.          -Addition and subtraction word problems.          -To know addition can be in any order.</p>	<p><b>Multiplication and division</b>          -Dividing using a picture method.          - Finding the inverse multiplication and division.          -Practice times tables - 2, 3, 5 and 10.          -Multiply using the arrays method.</p> <p><b>Money with addition and subtraction</b>          -Adding two digit numbers with money.          -Finding the change (linked to subtraction)          -Word problems including money.</p> <p><b>Shape</b>          -Name and describe the properties of 2D shapes          -Name and describe the properties of 3D shapes.          - Recognise 2D shapes as faces on the 3D shapes.          - Recognise lines of symmetry and right angles.</p>	<p><b>Measurement</b>          -Choose appropriate standards of measure.          -Compare and order length, capacity, temperature and mass.</p> <p><b>Statistics</b>          -Interpret data on to a pictogram.          -Use a tally chart          -Create a bar graph from data collected.          -Answer questions from data provided.</p> <p><b>Fractions</b>          -Recognise and write fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math>.          -Find <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape or quantity.          -Write simple fractions.</p> <p><b>Place Value</b>          -Doubling and halving          -To recognise the signs &lt; &gt; and =.          - Ordering numbers.</p>
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History		<p><b>The Plague</b></p> <ul style="list-style-type: none"> <li>-Learn about significant national events beyond living memory for example The Plague.</li> <li>-Learn about the lives of significant individuals in the past who have contributed to national and international achievements. For example Samuel Pepys.</li> </ul>		<p><b>Famous explorers</b></p> <ul style="list-style-type: none"> <li>-Learn about the lives of significant individuals in the past who have contributed to international achievements. For example Captain Cook.</li> <li>-Learn to use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>-Learn about the lives of significant individuals in the past who have contributed to international achievements. For example Neil Armstrong.</li> <li>-Learn to use a wide vocabulary of everyday historical terms.</li> <li>-Learn to understand how we find out about the past.</li> </ul>	
Geography	<p><b>Hucknall and Nottingham</b></p> <ul style="list-style-type: none"> <li>-Investigate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- Compare urban and rural areas.</li> <li>-Use geographical vocabulary to refer to key human features including city, town and village.</li> <li>-Use observation skills to study our school and its surrounding area.</li> </ul>		<p><b>Oceans of the World Polar Regions</b></p> <ul style="list-style-type: none"> <li>-To use world maps and atlases to identify the continents and oceans.</li> <li>- Identify seasonal and daily weather patterns in the UK and the location of cold areas of the world.</li> <li>- Use geographical vocabulary to refer to key human features including ocean, weather and seas.</li> </ul>	<p><b>Hot Countries - Africa and Australia</b></p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences of a small area of the UK and compare to a contrasting non-European country.</li> <li>-Use an atlas to identify hot and cold areas of the world in relation to the equator.</li> </ul>		<p><b>Oceans of the world - animals in the ocean</b></p> <ul style="list-style-type: none"> <li>-Label 4 parts of the UK and its surrounding seas and oceans.</li> <li>- To use world maps and atlases to identify and name the five oceans of the world.</li> <li>- To use simple compass directions to describe the location of the oceans.</li> </ul>

Computing	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-use technology purposefully to create, organise, and manipulate digital content using Purple Mash.</li> <li>-create and debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-understand what algorithms are and create and debug simple programs.</li> <li>-use technology purposefully to create, organise, and manipulate digital content using Purple Mash.</li> </ul>	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-recognise common uses of information technology beyond school.</li> <li>-use technology purposefully to create, organise, and manipulate digital content.</li> </ul>	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-use logical reasoning to predict the behaviour of simple programs.</li> <li>-understand what algorithms are</li> </ul>	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-use technology purposefully to create, organise, and manipulate digital content using Purple Mash.</li> <li>- recognise common uses of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>-use technology safely and respectfully, keeping personal information private.</li> <li>-use logical reasoning to predict the behaviour of simple programs.</li> <li>-use technology purposefully to create, organise, and manipulate digital content using Purple Mash.</li> </ul>
Science	<p><b>Animals including Human</b></p> <ul style="list-style-type: none"> <li>-Notice that animals including humans have offspring that grow into adults.</li> <li>-Find out about and describe the basic needs of animals including humans for survival.</li> <li>-Describe how animals obtain their food from plants and other animals using the idea of a simple food chain.</li> </ul>	<p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>-Find out about and describe the basic needs of animals including humans for survival.</li> <li>-Notice that animals including humans have offspring that grow into adults.</li> <li>-To ask questions to help them recognise growth in animals and humans.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>-Observe and describe how seeds and bulbs grow into mature plants.</li> <li>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><b>Animals and their habitats</b></p> <ul style="list-style-type: none"> <li>-Compare the differences between things that are living, dead and never been alive.</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants</li> <li>-Identify and name a variety of plants and animals in their habitats including micro-habitats.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Staying Healthy</b></p> <ul style="list-style-type: none"> <li>-Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>

<p>Art/DT</p>	<ul style="list-style-type: none"> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through observational drawings.</li> <li>-To learn about the work of a range of artists. For example Sue Woodfine.</li> <li>- To design purposeful, functional and appealing products for themselves and other based on design criteria - making soup.</li> <li>-Explore and evaluate a range of existing products - making soup.</li> <li>-Evaluate our ideas and products against design criteria - making soup.</li> </ul>	<ul style="list-style-type: none"> <li>-To use a range of materials creatively to design and make products.</li> <li>- To use painting to develop and share their ideas, experiences and imagination.</li> <li>-Become proficient in design and craft techniques through the medium of collage.</li> <li>-Select from and use a range of materials including textiles according to their characteristics - make a superhero cape.</li> </ul>	<ul style="list-style-type: none"> <li>-Become proficient in design and craft techniques through the medium of collage.</li> <li>- To use painting to develop and share their ideas, experiences and imagination.</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through painting.</li> <li>-To use sculpture to develop their ideas through the medium of clay - making an igloo.</li> <li>-To evaluate our ideas and products.</li> </ul>	<ul style="list-style-type: none"> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through aboriginal art and silhouettes.</li> <li>-Generate their ideas through talking, drawing and using a template, for example make an African animal mask.</li> <li>-To build structures exploring how they can be make stronger, stiffer and more stable (Paper Mache).</li> <li>-Evaluate our ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- To use painting to develop and share their ideas, experiences and imagination.</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through pastel pictures.</li> <li>-Generate their ideas through talking, drawing and template - design a spaceship.</li> <li>-Select from and use a range of tools and equipment to preform practical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn about the work of a range of artists. For example Georgia O'Keeffe.</li> <li>-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through observational drawings.</li> <li>-To build structures exploring how they can be make stronger, stiffer and more stable perhaps with the use of card.</li> <li>- Design purposeful, functional and appealing products for themselves, for example a picture frame.</li> </ul>
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PSHE	<p><b>SEAL theme: New Beginnings.</b> Learn the school RESPECT rules and set new class rules. Class bingo to get to know everybody. Explore how to make people feel welcome</p>	<p><b>SEAL theme: Getting on and falling out and Say no to Bullying.</b> Discuss how to be a good friend. What qualities we need and how we should act. Discuss what bullying is and how we can prevent bullying.</p>	<p><b>SEAL theme: Going for goals.</b> Set new year's resolutions and targets for in school and out of school. Look at real life heroes and discuss what we want to be when we get older.</p>	<p><b>SEAL theme: Good to be me.</b> Create Shield of Importance to show things we are good at. Sharing compliments with others - discuss what you think your friend is good at. Learn the song 'It's good to be me'.</p>	<p><b>SEAL theme: Relationships.</b> Discuss how to be a good friend - make a good friend recipe. Think about who is responsible for our choices.</p>	<p><b>SEAL theme: Changes.</b> Discuss the changes we go through in life. Discuss how we deal with change. Get ready for the next class. Meet and greet with new teachers.</p>
RE	<p><b>Judaism</b> Talk about and identify some rules Jewish people follow. Identify some features of a Jewish home and be able to talk about their significance. Talk about why the Friday night meal is important.</p>	<p><b>Christianity</b> Retell the bible's creation story. Read, discuss and retell the story of Christmas.</p>	<p><b>Stories from the Old Testament.</b> Learn the story of Jesus and the Prodigal son and Jesus and the fish. Talk about why the bible is important to Christians.</p>	<p><b>Christianity</b> Read the stories Jesus told about how God loves and forgives us and provides for us all. Read, discuss and retell the Easter story.</p>	<p><b>Comparing Judaism to Christianity.</b> Explore the differences and similarities between Christians and Jewish people.</p>	<p><b>Jewish bible stories.</b> Learn about the Torah and discuss why it is important to Jewish people and listen to key stories such as David and Goliath and think about their message.</p>
Music	<p><b>Ukulele lessons</b></p>	<p><b>Christmas Production</b> <b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>-A variety of Christmas songs and accompaniments for the performance</li> <li>-Practice, rehearse and refine, in preparation for the production.</li> <li>-Perform to an</li> </ul>	<p><b>Ukulele lessons</b></p>		<p><b>Taking Off</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-What is meant by pitch?</li> <li>- to respond to changes in pitch</li> <li>- how to control the pitch of the voice</li> <li>- to relate sounds to symbols</li> </ul>	<p><b>Rain rain go away</b> Children will learn:</p> <ul style="list-style-type: none"> <li>- how sounds can be used descriptively</li> <li>-that music can describe an environment</li> <li>- about sounds made by different sound sources</li> <li>-how sounds can be changed</li> </ul>

		audience.			<p>- how simple tunes are made of different pitches</p> <p>- that percussion instruments produce different pitches</p> <p>-how simple tunes are made of different pitches</p> <p>-that pitch can be used descriptively</p>	<p>-how sounds can be combined</p> <p>-how to create a class composition using simple structures</p>
PE	<p><b>Games</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• Move fluently, changing direction and speed without collision.</li> <li>• To be able to balance a variety of objects including a bean bag and a quoit</li> <li>• To explore moving around the space using</li> </ul>	<p><b>Dance</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• Follow the leader, with a variety of different movements and travel. Learn set choreography for KS1 production.</li> <li>• Practice, rehearse and refine, in preparation for the production.</li> </ul>	<p><b>Floor Gymnastics</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• Explore the space in the area, moving at different, speeds, levels and directions.</li> <li>• To explore and learn gymnastics shapes and sequences, including starting and finishing positions.</li> <li>• To complete a</li> </ul>	<p><b>Apparatus</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• To climb and explore the apparatus in a safe way.</li> <li>• To explore different ways of moving around the apparatus.</li> </ul> <p>To perform a simple sequence on the apparatus, including travel, balance and shapes.</p>	<p><b>Games</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• Control and move around the space with a tennis ball.</li> <li>• Learn simple throwing and catching techniques whilst travelling around the space.</li> <li>• To progress into throwing the ball with control and accuracy on an independent</li> </ul>	<p><b>Athletics</b></p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> <li>• Work as part of a team.</li> <li>• Develop skills for sports day i.e.; balance and travel.</li> <li>• To compete independently in sports day races.</li> </ul>

	<p>different body parts and levels.</p> <ul style="list-style-type: none"><li>• Complete simple tasks with a bean bag and quoit including throwing catching whilst on the move.</li></ul>	<ul style="list-style-type: none"><li>• Perform to live audience.</li></ul>	<p>mini sequence independently,</p>		<p>level.</p>	
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