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| **YEAR B** | Autumn Term | | | | | | Spring Term | | | | | Summer Term | | | |
| Unit Name | **A cautionary tale about chocolate**  **Winter Wonderland** | | | **Winter Wonderland**  **Food for thought/Christmas** | | | **Titanic** | | **The journey** | | | **Growing and changing** | | **Author Study Oliver Jeffers** | |
| English | Narrative:  TFW:  **Grendle**  Instructions  Letter Writing | | Skills Week | Narrative:  TFW:  **Hansel and Gretel**  Traditional Tale  Alternative Text yr2:  Non-Fiction:  Poetry  A Victorian  Christmas  Roald Dahl | |  | Non-Fiction  **Titanic**  Newspaper Report  Continents | Skills Week | **The journey by Aaron Becker**  Commands, statements and questions | | Skills  Week | Narrative:  **Voices in the Park**- Anthony Brown  Non-Fiction Letter Writing  Poetry:  Performance poetry: | Skills Week | Narrative:  **Lost and Found** by Oliver Jeffers  Transition text  Non-Fiction:  Poetry:  Studying an Artist- Possible art gallery visit | |
| Maths  White Rose | Place Value x3 weeks  Addition and Subtraction x3 weeks  Place Value x 1 Week | | | Addition and Subtraction year 1 3x weeks  Multiplication and division  Year 2 3x weeks  Geometry- shape 2x weeks | | | Time 2x weeks  Place Value yr1 1xweek  Graphs yr2 1xweek JIT  Money 2x week | | Multiplication, division and fractions 4xweeks  Length and height 1xweek  Consolidation 2xweeks | | | Weight and volume yr1 2xweeks  Capacity, volume, mass and temperature yr2 2xweeks  Place value Y1 x1 week  3D shape Y2 x1 week  Four operations x3 weeks  Assessment x 1 week | | Place value x2 weeks for Y1 & Y2  Consolidation and applicationx3 weeks for Y1 & Y2 | |
| Science | *Uses of everyday materials*  Cooking investigations | Year 1 Seasonal Changes  Autumn | | Working Scientifically  Sc 1/1  Sc2/1 | Year 1 Seasonal Changes Winter | | Electricity – light houses | | Year 1 Seasonal Changes  Spring |  | | Sc1/2.1 Plants  Sc2/2.2 Plants  Garden Centre Visit  Tesco fundraise  Green House  -Write to florists/ garden explore | | | Year 1 Seasonal changes  Summer |
| Topic Subject Focus | **Geography**  **Location knowledge**  Name and locate the world’s seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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  **Geographical skills and fieldwork**  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 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  **Glastonbury Trail**  Ge1/1.4 Geographical Skills and Fieldwork  Ge1/1.2 Place Knowledge  a. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country  **London & The Houses of Parliament**  Guy Fawkes  Hi 1/1.3 significant historical (events), people and places in their own locality | | | **History**  Significant historical events, people and places in their own locality  **Joseph of Arimathea**  **Human and physical geography**  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  **History**  Events leading up to November 5th  Hi1/1.2 Events living memory that are significant nationally or globally –  **Remembrance Day**  Heroes  **History**  Comparing cooking apparatus / cooking in the past – visit to Rural Life Museum  Hi1/1.1 Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life | | | **Geography**  The journey of the Titanic  Continents and oceans  Seasonal and daily weather patterns  Ge1/1.1 Location Knowledge  a Name and locate the world’s 7 continents and 5 oceans | | History – Explorers  Study 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 **Christopher Columbus** | | | Geography  Garden Centre  Allotment  Mini buses driver- small holding  Greenhouse for the school  Interview a florist (Dobbies)  Ge1/1.3 Human and Physical Geography | | History  Transition SEAL module  Hi1/1.3 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 | |
| Unicef | Article 12 Respect for the views of the child  Every child has the right to express their views, feelings and wishes and to have these considered and taken seriously | | | Article 24 Health and Health Services  No one is allowed to be punished in a crawl or harmful way | | | Article 8 Protection and preservation of identity  Every child has the right to an identity. | | Article 13 Freedom of Expression  Every child must be free to express their thoughts and opinions and to access all kinds of information | | | Article 28 Right to Education  Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries do this | | Article 29 Goals of Education  Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment | |
| RE | See WT for planning and guidance | | |  | | |  | |  | | |  | |  | |
| Music | Mu 1/1.1 Use voices expressively and creatively by singing songs nad speaking chants and rhymes | | | Mu 1/1.2 Play tuned and unturned instruments musically | | | Mu1/1.3 Listen with concentration and understanding to a range of high-quality live and recorded music | | Mu 1/1.2 Play tuned and unturned instruments musically | | | Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music | | Mu1/1.4 Experiment with, create, select and combine sounds using the interrelated dimensions of music | |
| I.C.T | E-Safety  Co2/1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies  Programming  CO2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | | Programming  CO2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | | | Multimedia  Co2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | Multimedia  Co2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | Technology in our lives  Co2/1.5 Recognise common uses of information technology beyond school | | Technology in our lives  Co2/1.5 Recognise common uses of information technology beyond school  Handling data | |
| PE: | Multi Skills  Swimming | | | Multi Skills | | | Gymnastics | | Gymnastics | | | Dancing  Swimming | | Athletics  Swimming | |
| D.T. | Explore chocolate as a construction material  DT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4 | | | Cooking and Nutrition  DT1/2.1  Design a healthy meal  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from. | | |  | | Design, make and evaluate a suitable pulley for a lifeboat  DT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4 | | |  | |  | |
| Art | Painting Styles  Ar1/1.2  Ar1/1.4  Sculpture | | |  | | | Drawing the Titanic using pattern, texture, colour, line, shape, form and space  Ar1/1.1  Sculpture – ice sculpture using ice cubes | | Ar1/1.3 | | | Painting Skills – plants  Ar1/1.3  Ar1/1.4 | | Ar1/1.2  Sculpture | |
| Fantastic Experiences and “Themed Weeks”  ‘Hook’ | Photography and film based on the setting from the story Grendle | | | Winter wonderland | | | Titanic - | |  | | | Garden Centre/ Gardens visit  Open Gardens?  Bishops Palace Wells? | | | |