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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**InstructionsLetter Writing | Skills Week | Narrative:TFW: **Hansel and Gretel** Traditional TaleAlternative Text yr2:Non-Fiction:PoetryA Victorian ChristmasRoald Dahl |  | Non-Fiction **Titanic** Newspaper ReportContinents | Skills Week | **The journey by Aaron Becker**Commands, statements and questions  | SkillsWeek | Narrative:**Voices in the Park**- Anthony BrownNon-Fiction Letter WritingPoetry:Performance poetry: | Skills Week | Narrative:**Lost and Found** by Oliver JeffersTransition textNon-Fiction:Poetry:Studying an Artist- Possible art gallery visit |
| Maths White Rose | Place Value x3 weeksAddition and Subtraction x3 weeksPlace Value x 1 Week | Addition and Subtraction year 1 3x weeksMultiplication and divisionYear 2 3x weeksGeometry- shape 2x weeks | Time 2x weeksPlace Value yr1 1xweekGraphs yr2 1xweek JITMoney 2x week  | Multiplication, division and fractions 4xweeksLength and height 1xweekConsolidation 2xweeks  | Weight and volume yr1 2xweeksCapacity, volume, mass and temperature yr2 2xweeksPlace value Y1 x1 week3D shape Y2 x1 weekFour operations x3 weeksAssessment x 1 week  | Place value x2 weeks for Y1 & Y2Consolidation and applicationx3 weeks for Y1 & Y2 |
| Science | *Uses of everyday materials* Cooking investigations | Year 1 Seasonal ChangesAutumn | Working Scientifically Sc 1/1Sc2/1 | Year 1 Seasonal Changes Winter | Electricity – light houses  | Year 1 Seasonal ChangesSpring |  | Sc1/2.1 PlantsSc2/2.2 PlantsGarden Centre VisitTesco fundraise Green House-Write to florists/ garden explore | Year 1 Seasonal changesSummer |
| 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 seasIdentify 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 FieldworkGe1/1.2 Place Knowledgea. 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 FawkesHi 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 5thHi1/1.2 Events living memory that are significant nationally or globally – **Remembrance Day**Heroes **History**Comparing cooking apparatus / cooking in the past – visit to Rural Life MuseumHi1/1.1 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 oceansSeasonal and daily weather patterns Ge1/1.1 Location Knowledgea 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** | GeographyGarden CentreAllotmentMini buses driver- small holdingGreenhouse for the school Interview a florist (Dobbies)Ge1/1.3 Human and Physical Geography | HistoryTransition SEAL moduleHi1/1.3 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 childEvery child has the right to express their views, feelings and wishes and to have these considered and taken seriously | Article 24 Health and Health ServicesNo one is allowed to be punished in a crawl or harmful way  | Article 8 Protection and preservation of identityEvery child has the right to an identity. | Article 13 Freedom of ExpressionEvery child must be free to express their thoughts and opinions and to access all kinds of information | Article 28 Right to EducationEvery 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 EducationEducation 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-SafetyCo2/1.6 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 technologiesProgrammingCO2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | ProgrammingCO2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | MultimediaCo2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content | MultimediaCo2/1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Technology in our livesCo2/1.5 Recognise common uses of information technology beyond school | Technology in our livesCo2/1.5 Recognise common uses of information technology beyond schoolHandling data |
| PE: | Multi SkillsSwimming | Multi Skills | Gymnastics | Gymnastics | DancingSwimming | AthleticsSwimming |
| D.T. | Explore chocolate as a construction material DT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4 | Cooking and NutritionDT1/2.1Design 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 lifeboatDT1/1.1, DT1/1.2, DT1/1.3 DT1/1.4 |  |  |
| Art | Painting StylesAr1/1.2Ar1/1.4 Sculpture |  | Drawing the Titanic using pattern, texture, colour, line, shape, form and space Ar1/1.1Sculpture – ice sculpture using ice cubes | Ar1/1.3  | Painting Skills – plants Ar1/1.3 Ar1/1.4 | Ar1/1.2Sculpture |
| Fantastic Experiences and “Themed Weeks”‘Hook’ | Photography and film based on the setting from the story Grendle | Winter wonderland  | Titanic -  |  | Garden Centre/ Gardens visitOpen Gardens?Bishops Palace Wells? |