


Year group	Term: Autumn 1	Topic: This is me; this is my world! SHINE VALUE: Nurture (kindness, caring, cooperation)			
Subject	National Curriculum statements	Key texts & web links	Knowledge We know...	Skills We are able to...	Outcome/s Exit Point
Year 1 English Writing (Pathways to Write)	Recount: Diary entry				
	Word Aware Words: letter, word, sentence, capital letter, full stop, first person, past tense				
	<p>Spoken language: Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Reading comprehension: Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them</p> <p>Writing Composition: Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Mish Makes Friends By Tom Percival</p> 	<p>Know some simple description Understand that 'first person' is based on own experiences Begin to link events using and Sequence events in order Understand past tense</p>	<p>Gateway keys: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others</p> <p>Mastery keys: Combine words to make sentences. Leave spaces between words. Begin to use capital letters and full stops. Use capital letters for names of people and the personal pronoun 'I'.</p>	<p>Expected writing outcome: To write a diary entry in the first person (Meesha) based on events in the story.</p> <p>Greater depth writing outcome: To write a diary entry in the first person (Meesha) based on events in the story. Add a sentence about Meesha's feelings.</p>

**Year 2
English
Writing
(Pathways
to Write)**

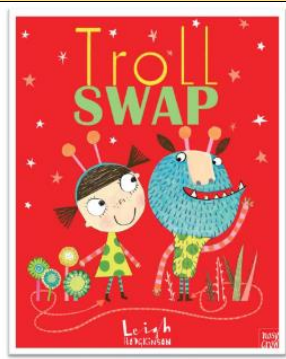
Fiction: Story with character focus

Word Aware Words: noun, statement, question, adjective, verb, tense (past, present)

Spoken language:
Listen and respond
Build vocabulary
Give well-structured descriptions, explanations and narratives
Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:
Discuss the sequence of events in books and how items of information are related.
Make inferences on the basis of what is being said and done
Answer and ask questions.
Predict what might happen on the basis of what has been read so far.
Participate in discussion about books, poems and other works.
Explain and discuss their understanding of books, poems and other material

Writing composition:
Write narratives about personal experiences and those of others (real and fictional)
Write down ideas, key words, new vocabulary.
Encapsulate what is to be written, sentence by sentence.
Make simple additions, revisions, and corrections (greater depth only).
Evaluate writing with the teacher and other pupils.
Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.
Proof-read to check for errors in spelling, grammar and punctuation.
Plan or say out loud what is going to be written about.



**Troll Swap
by Leigh Hodgkinson**

Understand the language and use phrases from story.
Know who the character is in a story and create and describe characters.
Know where the setting is in a story and create and describe settings.
Understand and use past tense consistently and correctly.
Know what it means to write in 3rd person.
Understand a narrative has a sequence of events with beginning, middle and end.

Gateway keys:
Combine words to make sentences.
Join words and clauses using and.
Sequence sentences to form short narratives.
Leave spaces between words.

Mastery keys:
Use punctuation correctly – full stops, capital letters.
Use expanded noun phrases to describe and specify
Use subordination (because) and coordination (and)

Expected writing outcome:
To write a story based upon the model text using the pupils' ideas for characters


Greater depth writing outcome: To write a story about any two contrasting characters who swap places



Year 1 Maths (White Rose)	Number: Place Value within 10, Addition and Subtraction within 10		
	Word Aware Words: equal to, more than, less than (fewer), most, least		
	<p>Place Value:</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. Compare numbers using <, > and = signs <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero 	<p>White Rose Year 1 Autumn Block 1 and 2</p>	<p>Ready to progress criteria:</p> <p>Place Value:</p> <ul style="list-style-type: none"> Count on from any number Count backwards within 10 Know fewer, more, same, less than, greater than, equal to Compare numbers Order objects and numbers Use a number line
Year 2 Maths (White Rose)	Number: Place Value, Addition and Subtraction		
	Word Aware Words: equal to, greater than, less than, most, least, tens, ones		
	<p>Place Value:</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward read and write numbers to at least 100 in numerals and in words 	<p>White Rose Year 2 Autumn Block 1 and 2</p>	<p>Ready to progress criteria:</p> <p>Place Value:</p> <ul style="list-style-type: none"> Recognise tens and ones Use a place value chart Partition numbers to 100 Flexibly partition numbers to 100 Write numbers in expanded form 10s on the number line to 100


	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number (tens, ones) Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs Use place value and number facts to solve problems <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one digit numbers solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods 		<p>10s and 1s on the number line to 100 Estimate numbers on the number line</p>
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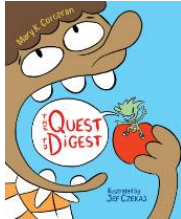
<p>Year 1 Geography</p>	<p>The Big Question: What's on my doorstep?</p>
	<p>Word Aware Words: map, city, town, village, shop, street, local</p>

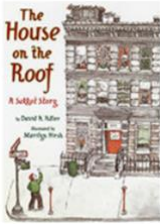
<p>Science Computing</p> <p>(3 weeks)</p>	<ul style="list-style-type: none"> • Know and recognise the main weather symbols (ongoing) • Observe changes across the four seasons (ongoing) • Observe and describe weather associated with the seasons and how day length varies (ongoing) • Know the main difference between city, town and village • Know their address, including their post code • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>The Street Beneath my Feet by Charlotte Guillian</p>  <p>Kapow Primary</p>	<p>Name key places in the local area (school, shop, hospital, park, dentist, roads, path)</p> <p>Know the purpose of each place/safe</p> <p>Know my address</p> <p>Know that aerial photos are photographs taken from above.</p> <p>Know a key is a code to identify places on a map</p> <p>Know how to measure rain/wind direction/speed/ Temperature</p> <p>Understand that weather changes</p> <p>Explain how to take clear photos.</p> <p>Understand that holding the camera or device still and considering angles and light are important to take good pictures.</p> <p>Know that you can edit, crop and filter photographs</p> <p>Know how to search safely for images online.</p>	<p>Use simple maps</p> <p>Use Google Maps to identify my street and landmarks in my local area and other areas of Peterborough</p> <p>Locate places on a map using aerial photos/symbols of the local environment/ Peterborough city</p> <p>Draw a map of a familiar place in Peterborough</p> <p>Observe, measure and record data about the weather, including day length, as the seasons change.</p> <p>Take photos using a device (iPad/Pic Collage)</p> <p>Edit photos by cropping, filtering and resizing.</p> <p>Organise images on the page, orientating where necessary. Search for and import images from the internet.</p> <p>Explain what to do if something makes them uncomfortable online.</p>	<p>Create a weather station and monitor throughout the year</p> <p>FOREST SCHOOL Create kites with 'drones' create aerial maps of school/grounds</p>
<p>Year 2 Geography</p>	<p>The Big Question: Where is the best place to live?</p>				<p>Word Aware Words: landmark, city, village, country, compare</p>

<p>Science Computing</p> <p>(3 weeks)</p>	<ul style="list-style-type: none"> Explain some of the advantages and disadvantages of living in a city or village Know the main differences between a place in England and that of a small place in a non-European country Identify the following physical features: mountain, lake, island, forest, river, cliff and beach Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs. 	<p>The World Around Me by Charlotte Guillian</p>  <p>Where Children Sleep James Mollison</p>  <p>https://explorify.wellcome.ac.uk/</p> <p>Kapow Primary</p>	<p>Compare a city and village.</p> <p>Know the advantages and disadvantages of living in a city or village</p> <p>Know how where we live differs to another country</p> <p>Revisit Peterborough and compare with New York</p> <p>Know that touch typing is the fastest way to type.</p> <p>Know that I can make text a different style, size and colour.</p> <p>To know that "copy and paste" is a quick way of duplicating text.</p> <p>Understand what online information is.</p>	<p>Use world maps, atlases and globes</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a map with a key</p> <p>Use a map to give directions</p> <p>Develop confidence with the keyboard and the basics of touch typing.</p> <p>Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</p> <p>Search for appropriate images to use in a document.</p> <p>Identify whether information is safe or unsafe to be shared online.</p>	<p>Double page spread</p>
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<p>Year 1 Science PSHE Design & Technology</p> <p>(3 weeks)</p>	<p>The Big Question: Which foods are healthy?</p>				
	<p>Word Aware Words: healthy, fruit, vegetable, meat, sugar, fat, diet</p>				
	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Know how to make a clear and efficient call to emergency services if necessary use the basic principles of a healthy and varied diet to prepare dishes 	<p>Oliver's Fruit Salad By Vivien French</p> 	<p>Know the names of the main body parts</p> <p>Use senses to explore healthy foods</p> <p>Understand where food comes from.</p> <p>Know which ingredients are healthy</p>	<p>Sort food according to criteria</p> <p>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>Use the basic principles of a healthy and varied diet to design a healthy snack- Vegetable kebab</p>	<p>Design and create a healthy snack: vegetable kebab</p>

	<ul style="list-style-type: none"> understand where food comes from. <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 		<p>What sugar does to the body</p> <p>Know the name of a range of tools and equipment to perform practical tasks (knife, skewer)</p> <p>Know how to safely prepare vegetables for a healthy meal</p> <p>Know how to make a clear and efficient call to emergency services if necessary</p>	<p>Use the claw grip to cut vegetables</p> <p>Evaluate a healthy snack from criteria</p>	
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<p>Year 2</p> <p>Science</p> <p>PSHE</p> <p>Design & Technology</p> <p>(3 weeks)</p>	<p>The Big Question: Why do I need to be healthy?</p>				
	<p>Word Aware Words: diet, healthy, protein, carbohydrate, vitamins, hygiene</p>				
	<ul style="list-style-type: none"> 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. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>The Quest to Digest? By Mary Corcoran</p> 	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Know the name of a range of tools and equipment and methods to perform practical tasks (peeler, knife)</p> <p>Know how to safely prepare vegetables for a healthy meal</p>	<p>Investigate how exercise affects the body</p> <p>Use the basic principles of a healthy and varied diet to design a to make a vegetable soup in Forest School</p> <p>Use a peeler and knife safely using the claw grip and bridge hold.</p> <p>Evaluate a healthy snack from criteria</p>	<p>FOREST SCHOOL</p> <p>Design a create a healthy snack: vegetable soup</p>

Year 1 RE	The Ultimate Question: What makes a place special for Christian people?				
	Word Aware Words: Christian, church, altar, communion, font, pulpit, lectern, pray/prayer, community				
	<p><i>Church – building</i></p> <p>AT1</p> <ul style="list-style-type: none"> To begin to name the different beliefs and practices of Christianity. To become familiar with key words and vocabulary related to Christianity. <p>AT2</p> <ul style="list-style-type: none"> To begin to talk about and find meanings behind different beliefs and practices of Christianity. To ask or respond to questions about what individuals and faith communities do. To express own ideas creatively. 	Church visit	<ul style="list-style-type: none"> Identify the features of a church (altar, font, lectern, pulpit). Know what happens in a church. Say why going to church is important to a Christian. 		Reflections
Year 2 RE	The Ultimate Question: How should people treat each other?				
	Word Aware Words: compassion, respect, charity, faith				
	<p>AT1</p> <ul style="list-style-type: none"> Begin to understand what it looks like to be a person of faith. Name the different beliefs and practices of Christianity, Islam and Judaism. Begin to use key words and vocabulary. <p>AT2</p> <ul style="list-style-type: none"> Talk about and find meanings behind different beliefs and practices. Express own ideas, opinions and talk about their work creatively using a range of different medium. 	<p>Sukkot: The house of the Roof by David Adler</p> 	<p>Know that all religions treat each other with respect/compassion</p> <p>Know that different beliefs say thank you</p> <p>Charity means to give</p>	Talk about the reasons people of faith give and how they say thank you	Make a sukkah
Year 1 Music	Pulse and Rhythm: All About Me				
	Word Aware Words: rhythm, pulse				
	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs. 	Peterborough Music Hub: Whole Class Instrumental Teaching (WCIT)	To know that rhythm means a pattern of long and short notes.	Recognise and understanding the difference between pulse and rhythm.	Sing a variety of songs from memory, adding an accompaniment

	<ul style="list-style-type: none"> Experiment with, create and select sounds. 	<p>Ocarinas</p> <p>Kapow Primary</p>	<p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p>	<p>Describe the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns.</p> <p>Listen and respond to other performers by playing as part of a group.</p> <p>Combine instrumental and vocal sounds within a given structure.</p> <p>Use their voices expressively to speak and chant.</p> <p>Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintain the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copy back short rhythmic and melodic phrases on percussion instruments.</p>	<p>Clap the rhythm of their name.</p> <p>Clap in time to music. Sing the overall shape of a melody.</p> <p>Play in time to music. Copy and create rhythms based on word patterns.</p> <p>Play on the pulse.</p>
<p>Year 2 Music</p>	<p>Orchestral Instruments: Western Stories</p>				
	<p>Word Aware Words: orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo</p>				
<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs. Experiment with, create, select and combine sounds using the inter-related dimensions of music - Pulse and Rhythm. Play tuned and untuned instruments musically. 	<p>Kapow Primary</p> <p>Ocarinas</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins,</p>	<p>Recognising timbre changes and structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Make plausible descriptions of the music.</p> <p>Identify a few instruments and the sounds of different sections of the orchestra.</p> <p>Explain what is happening in the</p>	

			<p>make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>music using language relating to emotion.</p> <p>Create a piece of music with some appropriate tempo, dynamic and timbre changes.</p> <p>Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</p> <p>Perform confidently using appropriate instrumental sounds.</p>
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Year 1 PE	Games: Fundamentals				
	Word Aware Words: forwards, backwards, speed, travel				
	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games 	Premier Sports Coach	<p>Understand rules to be safe</p> <p>Know how to move in different ways with an object</p> <p>Move in different ways: sidestepping, skipping, running etc.</p>	<p>Travel in different directions and in and out of one another.</p> <p>Move in different ways with an object such as a static ball.</p> <p>Play team games</p>	
	Dance				
	Word Aware Words: freeze, travel, celebrate, stretch, sequence				
<ul style="list-style-type: none"> Perform dances using simple movement patterns. 		<p>Know the importance of stretching.</p> <p>Can travel in different ways.</p> <p>Can perform freeze frames and hold them for a set amount of time.</p>	<p>Create a sequence of movements to represent a sport.</p>		

Can sequence simple movements together.

**Year 2
PE**

Games: Fundamentals

Word Aware Words: dribble, pathway, pace, avoid

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending

Premier Sports Coach

Understand rules to be safe

Know why we need to move away from the defender quickly.

Introduce avoid/chase

Travel in different directions, using different pathways and change pace.

Move in different ways with an object that is not static – dribbling/ bouncing.

Play team games using learnt skills.

Dance

Word Aware Words: shape, pathway, pace, action, unison

- Perform dances using simple movement patterns.

Make different shapes using bodies.

Create different pathways when travelling.

Change the pace of movements.

Combine actions together to create a movement phrase to show a journey.

Combine actions together into a short movement phrase.