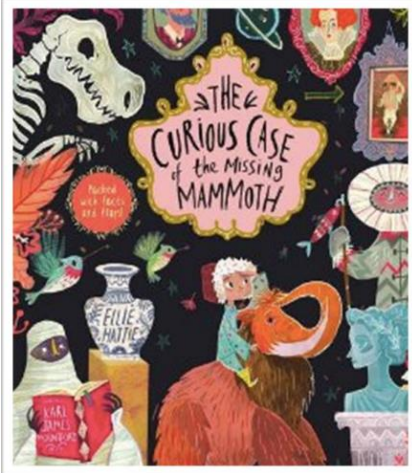
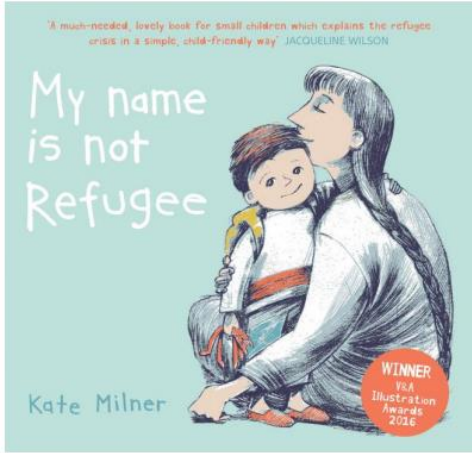


Year group	Term: Spring 2	Topic: Time Travellers SHINE VALUE: Independent (resilience, responsibility)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Fiction: Adventure story				
	Word Aware Words: peep, gasp, toot, thunderous, din, regal, mutter, tramp, struck, unusual, wild, statue, midnight, mammoth, museum, exhibition/exhibits, underwater, portrait, carnivore, extinct, endangered				
	<p>Spoken language:</p> <p>Ask relevant questions Build vocabulary Articulate and justify answer</p> <p>Use spoken language:</p> <p>Speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension:</p> <p>Retell stories and consider their particular characteristics</p> <p>Learn to appreciate rhymes and poems</p> <p>Recite some rhymes and poems by heart</p> <p>Draw on what they already know Check that the text makes sense Make inferences on the basis on what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Writing composition:</p>	<p>The Curious Case of the Missing Mammoth</p> 	<p>Gateway keys</p> <ul style="list-style-type: none"> Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Leave spaces between words <p>Mastery keys</p> <ul style="list-style-type: none"> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est <p>Feature keys</p>	<p>Writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character</p> <p>Greater depth writing outcome:</p> <p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</p>	

	<p>Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p> <p>Spell words containing phonemes already taught</p> <p>Spell common exception words</p>		<ul style="list-style-type: none"> • Use some story language • Include and describe a character • Include and describe the setting (new setting for greater depth) • Write simple sentences in sequence • Include a beginning, middle and end 	
--	--	--	--	--

Year 2 English **Recount: Diary entry**

Word Aware Words: exciting, interesting, strange, weirdest, remind, town, march, adult, language, refugee

<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: Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material</p>	<p>My Name is not Refugee</p> 	<p>Gateway keys</p> <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (because, when) • Use present and past tenses correctly and consistently • Use punctuation correctly – exclamation marks, question marks <p>Mastery keys</p>		<p>Writing outcome: To write a recount of events from the text from the character's point of view.</p> <p>Greater depth writing outcome: To write a recount of events from the text from the character's point of view and include how other characters felt</p>
---	--	---	--	--

	<p>Writing composition: Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Re-read to check sense Proofread to check for errors in spelling, grammar and punctuation</p>		<ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use subordination (apply because, when; introduce (so) that) • Use present and past tenses correctly and consistently • Use punctuation correctly – apostrophes for the possessive (singular) <p>Feature keys</p> <ul style="list-style-type: none"> • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! 	
--	---	--	--	--

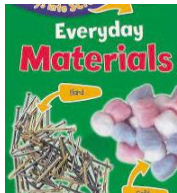

Year 1 Maths	Place Value: within 50 Measurement: length and height, mass and volume			
	Word Aware Words: partition, estimate, length, height, measure, heavier, lighter, mass, volume, capacity, compare			
	Place Value: Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given	<i>White Rose</i> Year 1 Spring Block 3,4,& 5	Place Value:	

	<p>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 Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less</p> <p>Measurement: Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time</p>	<p>NCETM - teaching for mastery</p>	<p>Count from 20 to 50 Count by making groups of tens Make groups of tens and ones Partition into tens and ones Estimate on a number line to 50 Find 1 more, 1 less</p> <p>Measurement: Compare lengths and heights Measure length using objects Measure length in centimetres Understand heavier and lighter Measure mass Compare mass Understand full and empty Compare volume Measure capacity Compare capacity</p>
<p>Year 2 Maths</p>	<p>Fractions: Measure: Length and height</p>		
	<p>Word Aware Words: centimetres, metres, order</p>		
	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Solve problems with addition and subtraction using concrete</p>	<p>White Rose Year 1 Spring Block 8 & 6</p> <p>NCETM - teaching for mastery</p>	<p>Introduction to parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole</p> <p>Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Use four operations with lengths and heights</p>

	objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		
--	--	--	--


Year 1 History/ Computing	The Big Question: What was life like inside a castle?				
	Word Aware Words: castle, tower, now, past,				
	<ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally. <p>Presentation skills</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>Life in a castle web links:</p> <p>https://www.youtube.com/watch?v=yHughcfloZM</p> <p>Middle ages daily life style - City life in the middle ages story for kids - YouTube</p> <p>Life in the Middle Ages - YouTube</p> <p>https://www.youtube.com/watch?v=JSCQ3Qn1Q-M</p> <p>https://www.youtube.com/watch?v=1k-LhWB4QaA</p>	<ul style="list-style-type: none"> Compare daily life now with Medieval times (routines, games, clothes, communication) 	<ul style="list-style-type: none"> Order events and objects into a sequence. Identify things from the past and present Ask and answer questions about the past. Use different sources eg books, computers and artefacts. 	<p>Forest School: Create medieval jewellery</p> <p>Double page spread</p>
Year 2 History/ Computing	The Big Question: Who lived in a castle and why?				
	Word Aware Words: castle, knight, peasant, attack, defend				
	<ul style="list-style-type: none"> Changes within living memory. Reflect on the impact that they had. Events beyond living memory that are significant nationally or globally. Significant historical events, people and 	<p>Life in a castle web links:</p> <p>https://www.youtube.com/watch?v=yHughcfloZM</p> <p>https://www.youtube.com/watch?v=3zqOXN-cuqI</p>	<ul style="list-style-type: none"> Understand that the past is represented in a variety of ways Identify the features of a castle and know the purpose of each feature Know what life was like as a knight, Queen and 	<ul style="list-style-type: none"> Investigate clues that are left behind from the past Order events and objects into a sequence 	<p>Forest School: Make Bow and Arrows followed by Target Practice</p> <p>Double Page spread</p>

	<p>places in their own locality.</p> <p>Presentation skills</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>https://www.youtube.com/watch?v=bGo6vIWbKl0 (6:30 for telecommunications)</p> <p>Horrible Histories- Nasty Knights- Castle Defences - YouTube</p> <p>http://www.timeref.com/vr/castles/stone_castle.html</p> <p>https://www.bbc.co.uk/bitesize/articles/z6bpm39</p> <p>George and the Dragon</p> 	<p>peasant in Medieval times.</p>	<ul style="list-style-type: none"> Ask and answer questions about the past. Talk about historical people in their own locality Research using a range of sources 	
--	---	--	-----------------------------------	---	--



Year 1 Science	The Big Question: Which is the best material for a home?				
	Word Aware Words: natural, soft, hard, smooth, rough, bendy, waterproof				
	<p>Everyday materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of 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>Web links: Materials https://www.youtube.com/watch?v=JSCQ3Qn1Q-M-materials</p> 	<ul style="list-style-type: none"> Identify a variety of materials used now and in the past Sort materials by their physical properties Know the best material for a mattress  <p>Can the princess feel the pea?</p> <ul style="list-style-type: none"> Know that Mackintosh was a chemist that invented waterproof material Know which materials are waterproof 	<ul style="list-style-type: none"> Describe the physical properties of everyday materials Carry out experiments and make observations 	<p>Investigation: Which is the best material for a home?</p>

Year 2 Science	The Big Question: Which is the best material for a cannonball?				
	Word Aware Words: stretchy, bendy, absorbent, elastic				
Year 2 Science/ Art	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and 	<p>Weblinks: Materials https://www.bbc.co.uk/bitesize/topics/zrsgk7</p>	<ul style="list-style-type: none"> Identify the properties of different materials Know the suitability of properties for different objects 	<ul style="list-style-type: none"> To use a range of materials creatively Say which material is 	<p>Investigation: Which is the best material for a cannonball?</p>

	<p>cardboard for particular uses.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<ul style="list-style-type: none"> A material that is waterproof keeps water out. A material that is absorbent is able to soak up liquid or water. Know that Dr Robert Hook discovered the law of elasticity Know the best material for a cannonball 	<p>absorbent, bendy etc.</p> <ul style="list-style-type: none"> Carry out experiments and make observations 	
--	--	--	--	--	--

Year 1 RE	The Ultimate Question: Who do Christians say Jesus was?				
	Word Aware Words: bible, teacher, leader, Easter, Christian, special, Jesus				
Weekly	<p>(inc. Easter Story)</p> <p>AT1</p> <ul style="list-style-type: none"> Respond and order some of the religious and moral stories from the Bible. Become familiar with key words and vocabulary. Begin to name the different beliefs and practices of Christianity. <p>AT2</p> <ul style="list-style-type: none"> Begin to talk about and find meanings behind different beliefs and practices. Ask or respond to questions about what individuals and faith communities do Begin to suggest meaning of some religious and moral stories individuals and faith communities do. 		<ul style="list-style-type: none"> Understand who is special to them and others. Know that Christians learn about Jesus in the Bible. Know that a Christian is a follower of Christ. Know that Christians view Jesus was a teacher and a leader. Know the qualities of a teacher and a leader. Reflect on the importance of Easter for Christians. 	<ul style="list-style-type: none"> Ask and answer questions. Retell religious stories. Give meaning to religious stories. 	Reflections

Year 2 RE	The Ultimate Question: What happens when we die?				
	Word Aware Words: loss, ceremony, grief, funeral				
	Focus on Christianity and Islam	Short clips from: Up	<ul style="list-style-type: none"> Understand that different religions and cultures have 	<ul style="list-style-type: none"> Ask and answer questions 	Reflections

<p>Weekly</p>	<p>AT1 Begin to understand what it looks like to be a person of faith. Name the different beliefs and practices of Christianity and Islam. Begin to use key words and vocabulary.</p> <p>AT2 Talk about and find meanings behind different beliefs and practices. Ask and respond to questions about what individuals and faith communities do. Express own ideas, opinions and talk about their work creatively using a range of different medium.</p>	 <p>The Lion King</p>  <p>http://request.org.uk/life/rites-of-passage/christian-funeral-videos/</p>	<p>different beliefs about what happens when we die.</p> <ul style="list-style-type: none"> • Know that for Christians, funerals give an opportunity to gain encouragement and strength as they celebrate their belief in life after death. • Know that for Muslims, funerals give relatives and friends time to show their grief (sadness) as they believe it helps them to get over their loss. • Name what might happen at a Christian funeral service • Name what might happen at a Muslim funeral service 	<ul style="list-style-type: none"> • Compare the similarities and differences in Christian and Islamic burial ceremonies 	
---------------	---	--	--	---	--

<p>Year 1 PSHE</p>	<p>Keeping safe: Being Safe</p>				
<p>Weekly</p>	<p>Word Aware Words: safe, unsafe, friendship, body, pants</p>				
<p>Year 2 PSHE</p>	<p>Keeping safe: Being Safe</p>				
<p>Weekly</p>	<p>Word Aware Words: safe, secret, trust, body, feelings</p>				
	<p>Re-cap safe secrets</p> <ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. <ul style="list-style-type: none"> • 'Some secrets should never be kept' https://www.youtube.com/watch?v=4YjJ1MreZqs • How to report concerns or abuse, and the vocabulary and confidence needed to do so. This will include a cross curricular link to Science for scientific names of body parts. 				

Year 1 PE	Games: Net and Wall			
	Word Aware: pass, racket			
	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.	Premier Sports Coach	<ul style="list-style-type: none"> Recap how to hold and balance a ball using a tennis racket Practise basic racket skills Pass an object between one another and over a net Hit the ball on the move - the ball is moving Hit the ball into a targeted area using rackets Hit the ball between each other using rackets. 	Hit a ball between each other using rackets
	Gymnastics: Rolling			
	Word Aware: strong body, roll, rock, change			
Develop balance, agility and co-ordination.	Cambridgeshire Scheme of Work for Primary Schools Year 1	<ul style="list-style-type: none"> Create an egg roll Create a pencil roll Sequence rolls Create a sequence of a roll and a balance Create and perform a Sequence of a roll, a balance and a jump 	Create and perform a sequence to include a roll, balance and jump	
Year 2 PE	Games: Net and Wall			
	Word Aware: court, serve, forehand, backhand			
	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.	Premier Sports Coach	<ul style="list-style-type: none"> Use co-ordination to balance a ball on the racket Introduce a serve and the principles needed to perform a serve Perform a forehand strike Perform a backhand strike Strike a ball over a net 	Complete a rally with partner
	Gymnastics: Rolling			
	Word Aware: core, transition, tension			
Develop balance, agility and co-ordination.	Cambridgeshire Scheme of Work for Primary Schools Year 2	<ul style="list-style-type: none"> Consider body tension when performing rolls Sequence rolls 	Create and perform a sequence to include a roll, balance and jump using a piece of apparatus	

			<ul style="list-style-type: none">• Create a sequence of a roll and a balance• Create and perform a Sequence of a roll, a balance and a jump• Use apparatus to sequence a roll, balance and jump	
--	--	--	--	--