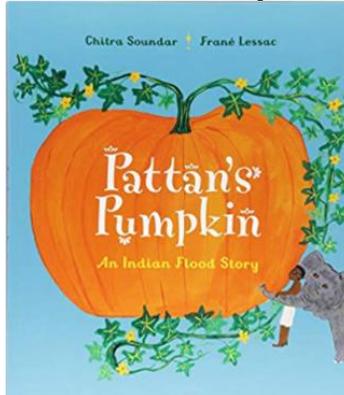


Year group	Term: Spring 1	Topic: Carnival of the Animals SHINE VALUE: Happy (Confidence, Respect, Empathy)			
Subject	National Curriculum	Key texts & web links	Knowledge We know that...	Skills We are able to...	Outcome/s Exit Point
Year 1 English	Narrative: How to be a Lion Non chronological report: Animals				
	Word Aware Words: narrative, fiction, setting, character, capital letter, full stop				
	<ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Say out loud what is going to be written about Compose a sentence orally before writing it to combine words to make sentences, including using 'and' Sequence words to form simple sentences Separate words with spaces Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes Spell known Year 1 common exception words correctly Use adjectives to describe Read their writing aloud clearly enough to be heard by their peers and the teacher 	<p>How to be a lion</p>  <p>https://www.youtube.com/watch?v=xVzc1gdLQn4</p> <p>https://www.youtube.com/watch?v=-vfXP4ud7Bw</p>	<ul style="list-style-type: none"> Know that stories are fiction. Name characters and setting in a story Understand how a character feels Know that information texts are non-fiction 	<ul style="list-style-type: none"> Use the conjunction 'and' Use capital letter and full stops accurately Write simple sentence that make sense Use phonemes to spell CVC words 	<p>Innovate a narrative</p> <p>Write a non-fiction text about an animal</p>
Year 2 English	Narrative: An Indian Flood story Instructions: How to Trap a Dragon				
	Word Aware Words: verb, adverb, conjunction, instruction, question, statement				

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling,
- To spell most Y1 and some Y2 common exception words correctly
- add -ing, -ed,
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks & question marks.
- Write narratives about personal experiences and those of others (real and fictional).
- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
- Reread to check that their writing makes sense and that the correct tense is used throughout.
- Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly
- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- To use the present tense and the past tense mostly correctly and consistently.
- To form sentences with different forms: statement, question, command.
To using co-ordination (or/and/but).
To use some subordination (when/if/that/because).

Pattan's Pumpkin



<https://www.youtube.com/watch?v=YCEgKy6qYRg>

How to Trap a Dragon



- Know that a conjunction adds extra detail for the reader
- Know that a set of instructions includes imperative verbs
- Understand that verbs are action/being words
- Know that an adverb describes the verb

- Use the conjunctions
- Use time sequencing words
- Use past tense correctly
- Use adverbs appropriately
- Edit sentences to ensure that they make sense

Innovate a narrative
Write a set of instructions

**Year 1
Maths**

Number: Place Value within 100 **Geometry:** Shape

Word Aware Words: most, least, equal to, pyramid, cube, cuboid, sphere

	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 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. Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Ready to Progress Document 1NPV-1 Count to 100, forwards and backwards, starting from any number. 1NPV-1: Reason about the location of numbers to 100 within the linear system, including comparing using $<$ $>$ and $=$ (one more, one less, between). NCETM Spine 1 – teaching for mastery Spine 1.8: Composition of numbers: multiples of 10 up to 100. Spine 1.9: Composition of numbers 20 – 100 Spine 1.10: Composition of numbers: 11-19</p> <p>White Rose Maths</p> <p>NCETM</p> <p>I See Reasoning</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 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 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. Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
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<p>Year 2 Maths</p>	<p>Number: Place Value, Multiplication & Division Measure: Time, capacity, length</p>		
	<p>Word Aware Words: multiply, divide, repeated addition, arrays</p>		
<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>Ready to Progress Document 2MD-1: Recognise repeated addition contexts, representing them with multiplication equations and calculating product, within the 2, 5 and 10 multiplication tables. 2MD-2: Relate grouping problems where the number of groups is unknown to the multiplication equations with a missing factor, and to division equations (quotitive division) NCETM Spine 2 – teaching for mastery</p>	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts and sorting the categories by quantity 	

		<p>2.3: Times Tables: groups of 2 and commutativity (part 1) 2.4: Times tables: groups of 10 and of 5, and factors of 0 and 1. 2.5: Commutativity (part 2), doubling and halving 2.6: Structures: quotitive and partitive division</p> <p>White Rose Maths NCETM I See Reasoning</p>	
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**Year 1
Science
Computing**

4 weeks

The Big Question: What is a mammal?

Word Aware Words: mammal, fur, warm blooded, bird, fish

<p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>https://www.bbc.co.uk/bitesize/topics/z6882hv page which has links to videos: What are mammals? What are birds? What are fish? What do animals eat? What do animals need to survive?</p>	<ul style="list-style-type: none"> Animals are not all the same (focus on mammals, fish and birds). Animals share some characteristics eg number of legs, arms, habitats, food. Humans are mammals Use Apps - Popplet, Pic Collage Use AR 	<ul style="list-style-type: none"> Observe closely. Identify and classify Use their observations and ideas to suggest answers to questions. Insert text and images Organise text and pictures for others to read Store and retrieve photos, videos, images and presentations 	<p>Double page spread</p> <p>FS: pit traps, bird feeders, mini beast hunt</p>
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**Year 2
Science**

The Big Question: Why don't animals wear clothes?

Word Aware Words: mammal, bird, fish, reptile, amphibian, scales, fur, feathers

<p>Geography Computing</p> <p>4 weeks</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: season and weather. Computing: inc. e-safety Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school 	<p>https://www.bbc.co.uk/bitesize/topics/z6882hv page which has links to videos: what are mammals? What are amphibians? What are fish? What are birds? What are reptiles? What are mini-beasts? What do animals eat? What do animals need to survive?</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1 About amphibians</p>	<ul style="list-style-type: none"> Animals are not all the same. Animals live in different areas/climates. Animals have different habitats. Know that living things can be put into groups Know how I can use the internet to find things out. identify devices I could use to access information on the internet. Give simple examples of how to find information (e.g. search engines, voice activated searching). 	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Make observations of how humans and animals are similar Identify that most living things live in habitats to which they are suited Describe how different habitats provide for the basic needs of different kinds of animal 	<p>Double page spread</p> <p>FS: bug hotels, bird watch, park game</p>
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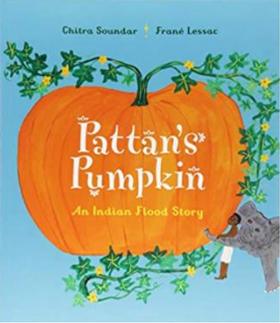
<p>Year 1 Art</p> <p>1 week</p>	<p>Artist: The Art of Benin</p>				
<p>Word Aware Words: clay, push, squeeze, twist, evaluate</p>					
<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Web links: Art of Benin https://www.bbc.co.uk/bitesize/topics/zpvckat/articles/z84fvcw</p> <p>Images:</p> 	<ul style="list-style-type: none"> Know that the people of Benin made different types of art Know that Benin art used clay, wood, metal and leather Benin art was of people, animals and Gods. Understand that Benin art represented life in Benin 	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences Explore and develop painting and sculpture techniques Evaluate and analyse creative works using the language of art, craft and design 	<p>To create a clay 3D model in the style of the art of Benin</p>	
<p>Year 2 Art</p>	<p>Artist: Clarice Cliffe</p>				
<p>Word Aware Words: clay, sculpture, shape, nature, evaluate</p>					

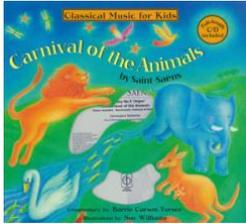
1 week	<p>Clarice Cliffe Clay pots using natural materials (Forest Schools)</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Web links: The Colour Room trailer https://www.youtube.com/watch?v=gQPFl0ejuCQ</p> <p>Images:</p> 	<ul style="list-style-type: none"> • Know that Clarice Cliffe was a ceramic artist. • Know that Clarice Cliffe was inspired by shapes and nature • Understand that her artwork inspires designers today 	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in painting and sculpture techniques • Evaluate and analyse creative works using the language of art, craft and design 	To create a Clarice Cliffe style clay pot
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Year 1 Music Weekly	Investigating Duration: long and short sounds				
	Word Aware Words: duration, long, short, beat, sound				
<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs • Combine sounds using the inter-related dimensions of music – <i>Duration</i>. 	<p>Peterborough Music Hub: Whole Class Instrumental Teaching (WCIT) Ocarinas</p> <p>Nursery Rhymes/Action Songs: I'm a Little Teapot Wind the Bobbin Up Short and Long Oh, we can play a long sound Mmmm, Went the Little Green Frog One Day This Old Man, He Played One Row, row, row the Boat Polly Put the Kettle On The Winter Song</p>	<ul style="list-style-type: none"> • Hear and identify long and short sounds • Combine long and short sounds to fit with maintaining a steady beat • Combine playing long and short sounds using untuned percussion instruments to accompany singing • Create and play sequences of long and short sounds 	<ul style="list-style-type: none"> • To compose, rehearse and perform sequences and patterns with awareness of duration 	<p>Recognise and play long and short sounds in music</p> <p>To create patterns of long and short sounds</p> <p>To compose a class score using symbol and instruments in repines to a piece of recorded music</p>	
Year 2 Music	Investigating Timbre, Tempo, Duration, Pitch & Dynamics				
Word Aware Words: piano, forte, tempo, pitch					
<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs. 	Action Songs:	<ul style="list-style-type: none"> • To be aware that music can be used 	<ul style="list-style-type: none"> • Identify and respond to 	To be able to incorporate timbre,	

weekly	<ul style="list-style-type: none"> Play tuned (ocarinas) and untuned instruments musically. 	<p>Daddy's Taking us to the Zoo Tomorrow The Animals Went in Two By Two Jump, Jump, Kangaroo Brown Tingalayo Who Built the Ark?</p> <p>Recorded Music: Carnival of the Animals - Saint-Saens</p>	<p>to create and reflect moods and feelings</p> <ul style="list-style-type: none"> To understand what is meant by pitch (high and low) and tempo (fast and slow) Understand the terms piano and forte and use them correctly Understand the terms crescendo and diminuendo Understand the terms stacatto, legato 	<p>changes in pitch and tempo</p> <ul style="list-style-type: none"> Play instruments with care and control to reflect changes in pitch and tempo Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music Evaluate a piece of music 	<p>tempo, duration, pitch and dynamics using sounds and instruments to create effects in response to the images suggested by Saint-Saens in 'Carnival of the Animals'</p>
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<p>Year 1 RE</p> <p>Weekly</p>	<p>The Ultimate Question: Why is the world special?</p>				
	<p>Word Aware Words: creation, special, world, day, God</p>				
<p>AT1 Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.</p> <p>Begin to use key words and vocabulary.</p> <p>AT2 Suggest meanings of some religious and moral stories.</p> <p>Talk about and find meanings behind different beliefs and practices.</p> <p>Express own ideas, opinions and talk about their work creatively using a range of different medium.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p>	<p>Christian & Islam Creation stories The Story of the Creation/ Wonderful Earth</p> 	<ul style="list-style-type: none"> Know where life began according to different religions Use key words with meaning Understand why the creation is important to people of faith. 	<ul style="list-style-type: none"> Ask and answer questions Compare creations Retell religious stories 	<p>Reflections</p>	

Year 2 RE	The Ultimate Question: Why is the world special?				
	Word Aware Words: creation, special, earth, heaven, universe, responsible				
Weekly	<p>AT1 Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.</p> <p>Begin to use key words and vocabulary.</p> <p>AT2 Suggest meanings of some religious and moral stories. Talk about and find meanings behind different beliefs and practices.</p> <p>Express own ideas, opinions and talk about their work creatively using a range of different medium.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p>	<p>Creation stories: Christian, Islam & Hindu Patan's Pumpkin <i>Link to English</i></p> 	<ul style="list-style-type: none"> • Know where life began according to different religions • Use key words with meaning • Understand why the creation is important to people of faith • Understand how to to be responsible for the world 	<ul style="list-style-type: none"> • Ask and answer questions • Compare creations • Retell religious stories 	Reflections
Year 1 PSHE	Caring Friendships: What makes a good friend?				
	Word Aware Words: friend, respect, trust, kindness, safe				
Weekly	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. <i>'What are friends for?'</i> • The characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences. • <i>'What friends do best'</i> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>'Playing in the park'</i> 				
Year 2 PSHE	Caring Friendships: What makes a good friend?				
	Word Aware Words: friendship, forgiveness, uncomfortable, unhappy, conflict				
Weekly	<ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Conflicts) <i>'Will you forgive me?'</i> • How to recognise when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <i>'Is it right to fight?'</i> 				
Year 1	Games: Travelling with a ball				

PE Weekly	Word Aware: travel, throw, space, aim, underarm			
	Master basic movements including running, 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"> Catch from a variety of heights and distances. Recognise space during games. Throw with underarm motion. Improve catching with both hands. Quick fielding techniques to recover balls or beanbags. 	
	Dance: Interpretive Dance – Carnival of the Animals			
	Word Aware: travel, high, low, direction, slow, freeze			
	Perform dances using simple movement patterns.	Carnival of the Animals https://www.youtube.com/watch?v=1L993HNAa8M 	<ul style="list-style-type: none"> Travel rhythmically on feet, hopping and skipping. Develop and use quick, slow and freeze. Travel, jump and turn in a variety of ways. Express and communicate ideas through movement Repeat short phrases of movements observe and talk about each other's dances. 	Perform dances using simple movement patterns.
Year 2 PE	Games: Multi-games			
	Word Aware: throw, catch, coordination, accuracy, control			
weekly	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"> Throw different types of equipment in different ways, for accuracy and distance. 	Participate in team games

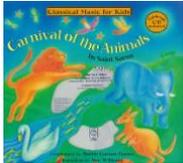
- Throw, catch and bounce a ball with a partner.
- Use throwing and catching skills in a game.
- Throw a ball for distance.
- Use hand-eye coordination to control a ball. Vary types of throw used.
- Bounce and kick a ball whilst moving.
- Use kicking skills in a game.
- Use dribbling skills in a game.
- Know how to pass the ball in different ways
- Use different ways of travelling at different speeds and following different pathways, directions or courses.
- Change speed and direction whilst running.
- Begin to choose and use the best space in a game.

Dance: Interpretive Dance - Magical friendships

Word Aware: direction, combine, motif, unison, evaluate

Perform dances using simple movement patterns.

Carnival of the Animals
<https://www.youtube.com/watch?v=1L993HNAa8M>



- Use change of direction.
- Understand and perform simple basic travelling skills on feet.
- Explore moving in unison.
- copy and develop a range of actions.
- Combine actions together into a short movement phrase, creating a simple motif.
- Observe a partner and give feedback.

Perform dances using simple movement patterns.