

	Autumn 1 Animals Including Humans “We ain’t nothing but mammals” SCIENCE MAIN FOCUS  22.9.17 - Twycross Zoo Year 1 and Year 2	Autumn 2 Changes “Seasons come Seasons go” SCIENCE MAIN FOCUS	Spring 1 Materials “Lets Investigate Muck Mess and Materials” SCIENCE MAIN FOCUS  Trip 31.1.18 British Motor Museum – Coding/ Materials Trip - Year 1 and 2.	Spring 2 “It’s Time to Time Travel” HISTORY MAIN FOCUS	Summer 1 “It’s Blooming Marvellous” SCIENCE MAIN FOCUS	Summer 2 “World Detectives” GEOGRAPHY MAIN FOCUS HISTORY YEAR ONE
ENGLISH YEAR ONE MAIN THEME	CHRIS HAUGHTON “Oh No George” Chris Haughton “A Bit Lost” Chris Haughton “Shh We have a plan” Chris Haughton  w/b 16.10.17 Black Literature 'Benjamin Zephaniah	SEASONS “Stickman” by Julia Donaldson “Stuck” Oliver Jeffers” “Stanley’s Stick” John Hegley	OLIVER JEFFERS “Lost and Found” Oliver Jeffers “Up and Down”	GEORGE CADBURY “Egg Drop” Mini Grey “Gumboots Chocolatey day” Mike Inkpen “The Gingerbread Man”	PLANTS AND TREES “Farmer Duck” by Martin Wadell “The Tiny Seed” Eric Carle “The Enormous Turnip” "Footpath Flowers" Jon Arno Lawson	DUNGEONS AND DRAGONS Cinderella The Paper bag Princess by Robert Munsch  “Mamy Wata and the Monster”
FICTION	Stories in a Familiar Setting  Rhyming Poetry “Down Behind the Dustbin” Michael Rosen The Sound Collector – Roger McGough	Fantasy Stories  Poetry: Linked to the Seasons	Contemporary Fiction	Traditional/ Fairy Tales Fantasy Stories  Classic Poetry – Allan Ahlberg	Poetry on a theme ‘Tree Poetry’: <a href="http://www.spiritoftrees.org">www.spiritoftrees.org</a>	Traditional/ Fairy Tales Stories from a Variety of Cultures
NON – FICTION	Recounts Information Texts	Recounts Information Text	Information Texts Recounts	Instructions Explanations	Information Texts Explanations	Recounts Explanations Information Text
Literacy (writing/SPAG?) YEAR TWO	WOODLANDS “A First Book of Nature” by Nicola Hughes “Wild” by Emily Hughes  "Hansel and Gretal" Goldilocks and The Three Bears" (alternative versions)  w/b 16.10.17 Black Literature 'Benjamin Zephaniah	SEASONS “Tree Seasons Come Seasons Go” Britta Teekentrap	THE TRUE STORY OF THE THREE LITTLE PIGS “The True Story of the three little pigs” Jon Scieszka “Wolves” Emily Garbett “Suddenly” Colin McNaughton “Wolfman” Michael Rosen	NEIL ARMSTRONG AND TIME PEAKE “Toys in Space” Mini Grey “Man on the Moon” Simon Bartram	FAIRY TALES "With a twist" “Jack and the Beanstalk” “Jim and the Beanstalk” “Jack and the baked bean stalk”	Africa “Fatou” Neil Griffiths “The Mirror” Jeanie Baker
FICTION	Traditional Tales  Autumn Poetry	Contemporary Narrative  Seasons Poetry	Traditional Tales – Fairy Tale with a twist Play Script and Drama	Contemporary Narrative Fantasy Space poems	Traditional Tales – Fairy Tale with a twist	Stories from the same author
NON- FICTION	Information Texts Recounts Instructions	Information Texts Non- chronological report Explanation (life-cycle)	Information Texts Non- chronological report Explanation	Information Texts Non- chronological report Explanation	Instructions Explanation Letter writing/ diary entry	Letter writing/ diary entry

Maths Year 1	<p>Week 1 – 3 Number Place Value</p> <p>Week 4 -6 Number: Addition and Subtraction</p> <p>Week 7 Geometry</p>	<p>Week 1 – 2 Number Place Value</p> <p>Week 3-5 Number: Addition and Subtraction</p>	<p>Week 1 – 2 Time</p> <p>Week 3-4 Place Value</p> <p>Week 5 Number Addition and Subtraction</p> <p>Week 6 Measures: Length and Height</p>	<p>Week 1 – 2 Number: Multiplication and Division</p> <p>Week 3- 4 Number: Fractions</p>	<p>Week 1- 3 Number Place Value</p> <p>Week 4-6 Number: Four Operations</p>	<p>Week 1 -2 Money</p> <p>Week 3- 4 Measurement Weight and Height</p>
Maths Year 2	<p>Week 1 – 3 Number Place Value</p> <p>Week 4 -6 Number: Addition and Subtraction</p>	<p>Week 1 -2 Measurement Length and Mass</p> <p>Week 3 Graphs</p> <p>Week 4- 6 Multiplication and Division</p>	<p>Week 1- 3 Measurement: Money</p> <p>Week 4-6 Geometry: Properties of Shape</p>	<p>Weeks 1 -4 Fractions</p> <p>Week 5 Revision</p>	<p>Week 1- 2 Time</p> <p>Week 3 – 4 Measurement: Capacity, Volume and Temperature</p>	<p>Post SATs Work</p> <p>Revision</p> <p>Re-cap of topics</p>
<p>Science Year One</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying</p> <p>Using their observations and ideas suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>YEAR ONE <b>Animals Including Humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals</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>YEAR ONE <b>Changes</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>YEAR ONE <b>Materials</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>YEAR ONE <b>Plants and Trees</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p>	
<p>Science Year Two</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Animals Including Humans</b> Notice that animals, including humans have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water food and air)</p>	<p><b>Living Things and Their habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive.</p>	<p><b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>		<p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	

Observing closely, using simple equipment.  Performing simple tests.  Identifying and classifying  Using their observations and ideas suggest answers to questions.  Gathering and recording data to help in answering questions.	Describe the important for humans of exercise, eating the right amounts of different food and hygiene.	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.  Identify and name a variety of plants and animals in their habitats, including micro habitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.			
Computing “Rising Stars”	<b>Algorithms (A)</b> Understand what algorithms are. How they are implemented as programmes on digital devices. That programmes execute by following precise and unambiguous instructions.  <b>Year One</b> Lego Builders  <b>Year Two</b> Real World Modelling	<b>Programming and Development (PD)</b> Create and debug simple programmes  <b>Year One</b> Programming shapes  <b>Year Two</b> How to train your robot	<b>E- Safety</b> Use technology safely and respectfully keeping personal information private. Identify where to go for help and support. Recognise common use of information technology beyond school. <b>Data and Data Representation (DD)</b> <b>Year One</b> Operating systems operators <b>Year Two</b> Programming Blocks	<b>Hardware and Processing (HP)</b> Use technology purposefully to create organise store manipulate and retrieve digital content.  <b>Year One</b> Virtual Trucking  <b>Year Two</b> Maze Explorers 1	<b>Communications and Networks (CN)</b> Recognise common uses of information technology beyond school.  <b>Year One</b> Internet Explorers  <b>Year Two</b> Information Collectors	<b>InformationTechnology (IT)</b>  Using logical reasoning to predict the behaviour of simple programmes.  <b>Year One</b> Simulators <b>Year Two</b> Presenting my ideas

<p>Geography</p> <p>Locational Knowledge.</p> <p>Place knowledge.</p> <p>Human and Physical Geography.</p> <p>Geographical skills and fieldwork.</p>		<p><b>YEAR ONE</b> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>YEAR TWO</b> Field work and observations of human and physical features in the surrounding environment.</p> <p>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.</p>	<p><b>YEAR ONE</b> Name and locate the worlds 7 continents and five oceans</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Key Human Features: including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small are in a contrasting non- European country.</p>			<p><b>YEAR ONE</b> Human and Physical Geography- links to location of castles.</p> <p>Use simple compass directions and locational and directional language.</p> <p><b>YEAR 2</b> <b>AFRICA</b> Name and locate the worlds 7 continents and five oceans. Understand geographical similarities and differences through studying human and physical geography (UK with Africa</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small are in a contrasting non- European country.</p> <p>Use World maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>Key physical features.</p> <p>Key Human features.</p>
<p>History</p> <p>Changes within living memory.</p> <p>Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory which are significant nationally or globally.</p>		<p><b>THE NATIVITY</b> - linked to R.E</p> <p>Year 1 and Year 2 Guy Fawkes and the Gunpowder Plot.</p>	<p>Year 2 ‘Fire Fire!’ (Great Fire of London)</p> <p>Year 1 ‘Investigate Toys and Technology through the ages” (Toys)</p>	<p>Year 1 George Cadbury The lives of significant individuals in the past Significant people and places in their own locality.</p> <p>Year 2 ‘The Great Space Race’ NEIL ARMSTRONG AND TIME PEAKE The lives of significant individuals in the past Significant people and places in their own locality.</p>		<p>Year 1 Dungeons and Dragons 'Castles'</p>

<p>The lives of significant individuals in the past.</p> <p>Where possible compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>						
Art/DT	<p>Themed and linked through our main topics. Objectives linked from National Curriculum.</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing painting and sculpture to develop and share their ideas experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour pattern texture line shape forma and space.</li> <li>About the work of a range of artists craft makers and designers describing the similarities and differences between different practices and discipline and making links to their own work.</li> </ul>					
Music	<p>Themed and linked through our main topics. Objectives linked from National Curriculum.</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tunes and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>Experiment with create select and combine sounds using the inter related dimensions of music.</li> </ul>					
PE	Multi-Skills Boot Camp	Mighty Movers (Running) Story Time (Dance)	Skip to the Beat Groovy Gymnastics	Brilliant Ball Skills Gymfit Circuits	Throwing and Catching Cool Core (Strength)	Active Athletics Fitness Frenzy
RE	<p><u>Year 1</u> Cultivating Inclusion, Identity and Belonging Being Thankful</p> <p><u>Year 2</u> Living by rules Being Temperate, exercising self discipline and cultivating serene contentment</p>	<p><u>Year 1</u> Being Modest and Listening to others Expressing Joy</p> <p><u>Year 2</u> Being Regardful of suffering Sharing and being Generous</p>	<p><u>Year 1</u> Being Fair and Just Being Accountable and Living with Integrity</p> <p><u>Year 2</u> Creating Unity and Harmony Participating and willing to lead</p>	<p><u>Year 1</u> Being Courageous and Confident Being Loyal and Steadfast</p> <p><u>Year 2</u> Caring for others animals and the environment Being merciful and forgiving</p>	<p><u>Year 1</u> Remembering Roots Being Hopeful and Visionary</p> <p><u>Year 2</u> Being silent and attentive to, and cultivating a sense for the sacred and transcendent Being reflective and self-critical</p>	<p><u>Year 1</u> Being Curious and Valuing Knowledge Being Open, Honest and Truthful</p> <p><u>Year 2</u> Being Imaginative and Explorative Appreciating Beauty</p>
PSHE	<p>PSHE will be taught by our pastoral team during PPA sessions focussing on the whole school scheme called “Dorethy.com”.</p> <p>Circle Time and Collective Worship will be taught throughout the week by class teachers.</p>					

## Lower Phase Curriculum Planning