

Key Literacy Texts:		Writing Outcomes:		Locality Links:		Visits/experiences/hooks		Author of the term		Links to the world of work:		
Poem Paddington The three little pigs - A version appropriate for year 1 and 2. The tiger who came for tea by Judith Kerr. Squash and a squeeze by Julia Donaldson		Poetry, narrative, letter, newspaper, diary, description and instructions.		Local walk looking at old and new houses. Key artefacts/resources: Museum History loan - laundry Modern building materials Modern and old kitchen utensils		Normanby Hall wash day blues workshop / Household experience Victorian Laundry History pack EVOLVE NEEDED - Risk assessment		Julia Donaldson Artist of the term Paul Klee Composer of the term Aretha Franklin Athlete of the term Brownlee Brothers.		- Building Trade - Estate Agents		
Reading	Literacy	Maths	Science	History	Geography	RE	DT	PSHE	ART	Computing	PE	Music and French
Apply phonic knowledge and skills as a route to decode words (follow RWI programme) Read unfamiliar words, common exception words, words ending in -s, -es, -ing, -ed, -er and -est endings, words of more than one syllable, words with contractions Build up fluency and confidence Develop pleasure in reading, motivation to read and understanding In addition, Y2: Read accurately by blending Read words containing common suffixes Read most words quickly and accurately Read aloud books and re-read to build up fluency and confidence Understand books they have read and those that they listen to	Week 1 and 2 - Winter Poetry Tbat recite a poem using expression and actions. Tbat use a range of adjectives Tbat use rhyming couplets Tbat use features from a given poem to write descriptively Week 3 and 4 Paddington- Description and instructions Tbat recognise nouns, verbs and adverbs. Tbat write commands. Tbat write sentences with different forms. Tbat use a range of conjunctions. Tbat to use adjectives. Tbat use emotive language. Tbat make inferences based on what is being said and done. Week 4- Assessment week (Year 2)- Year 1 - sentence structure, spelling work. Week 5 and 6-Diary Entry and Wanted Poster The Tiger who came for tea Tbat use a capital letter and full stop to punctuate a sentence. Tbat use a range of conjunctions Tbat use prefixes and suffixes. Tbat make inferences on the basis of what is being said and done Tbat write a list (y2 - using commas) Tbat write some words in contracted form. Week 7 and 8 -Letter A squash and a squeeze Tbat use a range of conjunctions Tbat write sentences with different forms Tbat to use a range of adjectives. (y2 expanded noun phrases) Tbat use prefixes and suffixes. Tbat write in the first person. Tbat recognise past and present tense. Tbat to write in past and present tense Tbat write a list (y2 - using commas) Tbat to edit and redraft a piece of writing. Week 9- Assessment Week (All) Week 10 and 11- Narrative The three little pigs- Tbat use a range of conjunctions Tbat write sentences with different forms Tbat to use a range of adjectives. (y2 expanded noun phrases) Tbat use a capital letter and full stop to punctuate a sentence. Tbat use the prefix un-ly Tbat can use the suffix -ly Tbat to use capital letters for names and for the personal pronoun I. Week 12 - The Snail and the Whale - Tbat use a capital letter and full stop to punctuate a sentence. Tbat write sentences with different forms Tbat to use a range of adjectives. (y2 expanded noun phrases)	Year 1 W1 - To Read & Write Number Patterns, Place value W2 - To double and find near double To add and subtract to 15 W3 - To group and share W4 - To recognise ½ and 1/4 . W5 - To measure time W6 - To measure weight, capacity and length. W7 - To recognise 2D and 3D shapes.- 2 days Money - 3 days W8 -To count 2's, 5's and 10's and recognise their place value. W9 - (Test week) W10- To add and subtract totals to 10 W11 - To solve one step problems using multiplication or division (concrete objects, pictorial representations and arrays) W12 - Data handling. Year 2. W1 - Place value. To estimate and count to 100. W2 - To add and subtract using recall and mental strategies. To use partitioning and counting on strategies. W3 - To multiply and divide using grouping, sharing and times tables facts. Week 4 Test Week W4- To find fractions of shape, quantity and sets of objects. W5- To measure time to the nearest quarter. W6 - To use different units of measurements. W7 - To know the properties of 2D and 3D shapes - 2 days. Money - 3 days W8 - To count in 2's,3's, 5's and 10's. W9 - (Test week) W10- To add and subtract using mental calculation strategies. W11- To multiply and divide using grouping, sharing and times tables facts. W12 - To collect and represent data.	W1 -How long are the days in spring? Tbat observe and describe the weather associated with the seasons and how day length varies. Geography - Fieldwork W2 - How does the weather change throughout the year? Tbat observe changes across the 4 seasons. Geography - Fieldwork W3- Where do animals live? Tbat identify and name a variety of plants and animals in their habitats. Evolve for W10 W4- Why do animals live in certain habitats? Tbat 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. W-5 What do animals need from a habitat and why? - Connect to gruffalo habitats Tbat 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. W6- What is a food chain? Tbat describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. W7 - Where do minibeasts live? Which minibeasts live in our school? Tbat identify and name a variety of microhabitats and identify the creatures that live within them. W9 -Why do plants live in certain habitats? Tbat 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. W- 10- Where do plants live? Which minibeasts live in our school? Tbat identify and name a variety of plants and animals in their habitats. WALK Water's edge W11- Quizzes and double page spreads	Why was Queen Victoria Significant? To know about the life of Queen Victoria and her importance in history. How has life at home changed since the Victorian times? 2 lessons Tbat comparing home life/ domestic life now and in Victorian times - laundry -kitchen tasks How have objects in the home changed? Tbat compare old and new artefacts- museum loans to help. How were tasks at home completed in Victorian Times? Tbat use secondary sources to find out how domestic tasks were done in living memory. W- 10- Where do plants live? Which minibeasts live in our school? Tbat identify and name a variety of plants and animals in their habitats.	To know about different types of homes - terraced, semi-detached, detached, bungalow. To recognise old homes and new homes Local walk/ fieldwork looking at homes in our locality Tbat locate where they live on a map and the human and physical features around them. (book W5/6)Tbat compare and contrast homes in UK and non-European country (Jhepi to Barton)(link to Tigers coming from India and the Tiger who came to tea) Look at homes in villages/towns compared to Barton- To know what homes are like in India Compare London to New Delhi - compare human and physical features. Tbat compare and contrast human and physical geography in India (Jhepi) to Barton upon Humber - including the weather - equator	Spring 1 1.I can analyse a different source of authority (Christian text) about Creation 2.I can link this to the 'Big Story' of Christianity 3.I can make connections between ways of saying thank you that I've already learnt about 4.I know that Harvest festival is a way of saying thank you for gifts of the natural world 5.I can explore artistically ways of saying thank you across the Christian faith around the world (Dalit Madonna) Spring 2 1.I can make connections with the gifts of the created world and the gift of Jesus 2.I know that there are all types of gifts and can design my own gift event 3.I know that Holi is a festival of thanks for Hindus through the text 'Festival of Colours' (narrative comprehension) 4.I can reflect of the significance of Holi for a Hindu follower (double entry journal) 5.I can respond to a big question 'Do you only have to say thank you if you believe in God?'	Week 9- Tbat Design and make a new cushion for the Old lady's chair in Squash and a Squeeze. Tbat evaluate different types of cushions- shapes and fabrics. FPT- Tbat join materials - staple, sellotape and sew Tbat add an animal motif - cutting skills and gluing skills Tbat make choices when designing a cushion based on skills they have acquired.	Dreams and goals 1.I can set simple goals 2. I can set a goal and work out how to achieve it 3. I understand how to work well with a partner 4. I can tackle a new challenge and understand this might stretch my learning. 5. I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them 6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it Healthy Me! 1.I understand the difference between being healthy and less healthy, and know some ways to keep myself healthy 2. I know how to make healthy lifestyle choices 3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly 4.I understand that medicines can help me if I feel poorly and I know how to use them safely 5.I know how to keep safe when crossing the road, and about people who can help me to stay safe 6.I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	Tbat analyse and evaluate an artists work. Tbat sketch using different media - looking at prospective and proportion. Tbat explore texture, pattern and line through relief printing. (natural objects) Tbat create repeated patterns and show an understanding of how colours relate to mood (printing tiles) Tbat create a Paul Klee inspired piece.	Creating Media - Digital Photography L1 - To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph L2 - To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed Creating Media - Digital writing L3 - To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer. L4- To make careful choices when changing text. To explain why I used the tools I chose. To compare typing on a computer to writing on paper.	Spring 1- Indoor - gym - floor Wk 1 To use different stepping gymnastic movements. Wk 2 To adapt and perform gymnastic movement Wk 3 To use different rolls. Wk 4 To perform a variety of rolls Wk 5 To create and perform a simple sequence. Wk 6 To create a complex sequence. Outdoor object control Wk1 - To roll and receive with control Wk2-To use equipment to send and receive Wk3- To control an object whilst moving using body part Wk4-To use equipment to control an object whilst moving Wk5-To use equipment to balance an object. W6- To send/ receive and control an object on the move Spring 2 - Gym Flight W1 - To know principles of take-off and landing W2-To alter shapes in the air W3-To explore basic linking movements W4-To create a simple sequence W5 - To refine a simple sequence W6 - To adapt a simple sequence Outdoor - sending and receiving Wk 1 To know basic principles of sending and receiving Wk 2 To know effective striking technique. Wk 3 To roll with accuracy Wk 4 To apply striking technique. Wk 5 To bounce a ball accurately to self and catch. Wk 6 To apply striking skills	Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 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. French Tbat count to dix(10) I can repeat the days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche I understand and can repeat regardez , ecoutez I can understand and repeat le nez, la bouche, les yeux Tbat listen to songs and rhymes

Year Group: Year 1 and 2

Topic Map: On the Move

Term: Autumn