






## Curriculum Overview by Year Group







### Nursery

Topic	Autumn 1 Sing me a Song	Autumn 2 People Who Help Us	Spring 1 Yummy Scrummy in my Tummy	Spring 2 Once upon a Time	Summer 1 All Creatures Great and Small	Summer 2 Amazing Adventures
<b>Synopsis</b>	This topic will give the children opportunities to learn new vocabulary and help children understand how words are formed through nursery rhymes.  The children can extend their language through repetition, rhyme and role playing. This topic helps the children build imaginative and role play skills.	This topic invites the children to encounter real life experiences. The children can explore different professionals from the public sector and talk about their roles and responsibilities. This topic will excite the children's curious minds with the knowledge of the world around us. The children will learn how people can help us and understand the need for the appropriate services.	This topic provides opportunities to celebrate children's interests, likes and dislikes about the food that they eat. The topic provides opportunities for families to come and share food experiences from different cultures, children can learn about other cultures through the exploration of food.	This topic builds on children's learning and enjoyment of reading from early childhood. These popular stories are familiar to most children from the popularity of them in the world around us. The children can extend their language through repetition, rhyme and role playing. Children can also understand other wider concepts such as morality and honesty through the exposure of these tales. This topic helps the children build their learning on to Alternative Tales/Fairy Tales in Reception, as they have a breath of prior knowledge around stories, settings and characters.	The children are provided with the opportunities to explore and investigate minibeasts in the school setting. The children are provided with real life experience of holding insects and creatures following a special visit from Animal Intuition. Children develop questioning skills as they watch minibeasts grow and develop, the children watch the caterpillars grow into butterflies and release them. This topic provides children with the opportunity to observe and living things and learn how to care for them.	This topic enables children to explore different types of transport in the world. It allows great opportunities for cross curricular learning, through investigating patterns in real life, music, and geography (the world). This topic allows the children to explore their local environment that is familiar to them. It allows children to develop an understanding of how things move, journeys and maps.
<b>Possible lines of enquiry/hooks/themes (May vary according to children's interests)</b>	Family, starting school, friendships, rules/routines, Fixing/Mending Humpty Dumpty, Talking about their own pets (pet star), talking about fears/worries (ahhhh spider), farm animals, exploring music and musical instruments, Harvest, Diwali.	Visits from emergency services, invite parents/carers with different occupations to talk to the children, Bonfire night, Halloween, Christmas.	Healthy eating, growing and changing, keeping fit and healthy, cooking sessions with parents, trip to the supermarket to buy ingredients, food tasting, Eid, World Book Day, Mothering Sunday, Easter	Role play, creating simple story maps/directional maps, baking, bring your bear to school for a bedtime story, Chinese new year, Pancake Day.	Bug hunts, life cycles, caring for living things, creating a worm world, exploring habitats.	Where do we live? Where have you travelled to? Journeys, adventures, maps, seaside, local environment walks, comparing places, space Father's Day, Eid
<b>Wow Starter and Fantastic Finish</b>	Nursery Rhyme Party (Creating nursery rhyme prop boxes with parents/carers)  Sing along performance with Parents and Carers	Visit from Emergency Services  Role Play as their chosen occupation - share with parents and carers	Tiger who came to tea role play.  Healthy restaurant where children serve the healthy food they have prepared to parents and carers.	Floury footprints in the nursery- who do they belong to?  Traditional tales floor book.	Caterpillars to Butterflies.  Wild Workshop	Invite a bus/train driver in to talk about their job.  Journey to space for a picnic on the moon (invite parents/carers)
<b>English (Key texts)</b>	Twinkle, Twinkle little star Incy Wincy Spider Old Macdonald Humpty Dumpty Baa Baa Black Sheep	Flashing Fire Engines Police Officer Ness the Nurse Going to the dentists Awesome Ambulances Real Superheroes	The Tiger who came to tea One Watermelon Seed Handa's Surprise The Enormous Turnip Oliver's Fruit Salad	The Gingerbread Man Little Red Riding Hood Goldilocks and the Three Bears The Billy Goats Gruff The Three Little Pigs	The Greedy Bee Mad about Minibeasts Argh Spider! The Very Hungry Caterpillar Norman the Slug with the Silly Shell Superworm	Up, up, up The Train Ride Busy Boats The Hundred Decker Bus The Journey Home from Grandpa's Amazing Aeroplanes
<b>Maths</b>	Sing counting songs/number rhymes Count in everyday contexts and play Explore shapes in construction, puzzles and models. Talk about routines and familiar places	Recite numbers to 5 Develop 1:1 correspondence to 3 Compare quantities (more than) Subitise 1 or 2 objects Explore size, weight and capacity Talk about and make own patterns	Describe and recall a familiar route Understand positional language Compare objects relating to length, height, weight and capacity Explore 2D and 3D Shapes, combining and selecting them appropriately	Explore and talk about 2D and 3D shapes Identify patterns around them Extend and create ABAB patterns Spot and correct errors in ABAB patterns Explore spatial patterns Undertand and use positional language Make comparisons about length, height, weight and capacity	Recite numbers beyond 5 1:1 correspondence to 5 Compare quantities (more than/fewer than) Subitise to 3 Beginning to understand cardinal value Identify patterns around them	Recite numbers to 10 1:1 correspondance beyond 5 Compare quantities (more than/fewer than/the same) Subitise to 3 (speed) Understand cardinal value Understand composition and partition numbers to 3 Share objects
<b>EAD</b>	Creating a self portrait, using paint,using mirrors to see our features,creating transient art self portraits using natural materials.	Designing and creating emergency vehicles using junk modelling	Planning and preparing a fruit salad. We will chop a variety of fruit, discuss textures and smells.	Making 3 little pigs houses using natural materials. Baking gingerbread biscuits.	Designing and creating a mini beast sock puppet, painting a minibeast pebble Looking at the work of Henri Matisse- the snail, recreating his snail picture	Designing & creating a junk model form of transport.
<b>Music</b>	Nursery Rhymes using singing bag, Introduce basic instruments. sing theme related songs.	sing theme related songs.	Investigate what foods create different sounds. EG rice = rain shaker etc. sing theme related songs.	using musical instruments to create soundtrack for the stories. Chinese New Year - Dragon dance / music. sing theme related songs.	Mini beast Bug Ball song. Squiggle while you wiggle. sing theme related songs	listen to different transport sounds, use instruments to recreate these sounds. sing related theme songs
<b>Computing</b>	use art programme on whiteboard	Beebots - locations EG hospital.	use computer camera to investigate foods such as seeds, veg etc,	torches	timers - time mini beasts from A to B	remote control cars
<b>Physical Development</b>	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.  In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.  In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.	Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.  In addition to the continuous provision, the children also now access the large apparatus in the hall and have standalone trim trail sessions to support their development of gross motor skills.

# Reception







<p><b>Autumn 2</b> Light and Dark</p> 	<p><b>Spring 1</b> Colourful Creatures</p> 	<p><b>Spring 2</b> Happily Ever After</p> 	<p><b>Summer 1</b> Old MacDonald</p> 	<p><b>Summer 2</b> In the Garden</p> 
<p>We begin this topic by discussing what the children already know about night and day. During this topic Reception learn about nocturnal and diurnal animals that are native to the UK. As part of this unit we look at light and dark, shadows, space, changing states of matter, the seasons of the year and 'The Starry Night' by Van Gogh. This links to the Year 1 topic looking at seasonal changes in Science.</p>	<p>This topic allow children to expand on their understanding of settings, events and principal characters. Children will compare and see differences in creatures and their environmental homes/habitats. The topic will begin with creatures the children may be more familiar with, and then extended to beyond local environment.</p>	<p>Happily ever after builds on the 'Once upon a time' topic in Nursery, enabling children to use their prior knowledge of traditional tales and how they are written. Children have the opportunity to explore alternative characters, settings and endings as well as writing their own. They bring their learning to life through imaginative role play. This topic gives children's the basics of story structures and language to be built upon in Year 1.</p>	<p>During this topic, the children will develop knowledge and understanding of the farm. They will have the opportunity to observe the life cycle of a chicken through the 'Living Eggs' experience. This includes observing the eggs hatching, taking care of the newly hatched chicks and handling them with care. They also go on a trip to Burton Adventure farm, here they have first-hand experiences of farm animals.</p>	<p>'In the Garden' builds on the experiences and knowledge that the children acquired in Nursery during the topic of 'All creatures great and small'. During this topic, children develop an understanding of, growth, change and decay. They have the opportunity to observe and gain knowledge of the life cycles of, plants, butterflies and bees. The topic allows children to show responsibility for their environment and gain an understanding of growth over time. This topic follows on to the Year one science topic 'Plants'.</p>
<p>Day/Night animals, talking about routines and how they are different during the day/at night, what happens when I fall asleep? bedtime stories, pyjama day, colour, Bonfire night, Halloween, Christmas.</p>	<p>Comparing animal habitats, baby animals, under the sea, jungle, safari, Chinese New Year, Pancake day.</p>	<p>Hot seating, role play, comparing/contasting story settings(characters/endings, retelling stories, creating own stories, visit from theatre company, trip to the library/librarian visit, World Book Day, Mothering Sunday, Easter</p>	<p>Life cycles, animals and their habitats, baby animals, where food comes from, trip to the farm, Eid.</p>	<p>Growing, planting, minibeasts, visit from a beekeeper, seasons, changes, caterpillars to butterflies, visiting an allotment, 30 days wild challenge, how to care for our environment/sustainability, Father's Day, Eid.</p>
<p>Bedtime story and Pjs Children to create information books about night animals to add to class library.</p>	<p>Animals in Hands Visit Exhibition of Clay Models</p>	<p>Jelly Bean Stalk for the children to discover in the classroom Fairytale Ball for the children to attend with parents</p>	<p>Living Eggs Floor book from Trip.</p>	<p>Nature Party with parents and carers. Non-fiction writing detailing how to protect wildlife.</p>
<p>Owl Babies Night Monkey, Day Monkey Moon Stick Man</p> <p>NCETM Week 6 - Counting, ordinality and cardinality within 5 NCETM Week 7 - Comparison 'more than' 'fewer than' 'an equal number' within 5 NCETM Week 8 - Composition 'wholes' and 'parts' NCETM Week 9- Composition of 3,4 and 5 Week 10 - Counting, ordinality and cardinality within 5</p> <p>Explore ABB Patterns Comparing Length and weight Recongise and describe 3D Shapes</p>	<p>Monkey Puzzle The Lion Inside Tiddler</p> <p>NCETM Week 11 - Subitising within 6 NCETM Week 12 - Counting, ordinality and cardinality within 5 '1 more' NCETM Week 13 - Composition of 5 NCETM Week 14 - Composition of 6 and 7 '5 and a bit' NCETM Week 15 - Comparison 'more than' 'fewer than' 'an equal number' within 8</p> <p>Explore corners and sides of 2D Shapes Positional language</p>	<p>Jack and the Jelly Beanstalk Goldilocks and the Three Crocodiles Little Red &amp; The Very Hungry Lion</p> <p>NCETM Weeks 16 - Counting, ordinality and cardinality including counting beyond 20 NCETM Week 17- Comparison 'more than' 'fewer than' 'an equal number' within 8 NCETM Week 18- Composition of 7 NCETM Week 19 - Subitising and doubling patterns NCETM Week 20-Composition doubles to 10 and even and odd numbers</p> <p>Explore ABBC patterns Explore faces of 3D Shapes Comparing height and capacity Explore addition as combining groups</p>	<p>Egg to Chicken Little Red Hen What the ladybird heard Trip Retell</p> <p>NCETM Week 21 - Comparing, ordinality and counting. Counting larger numbers of objects and counting on from a given number. NCETM Week 22 - Subitising using doubles to support skills. NCETM Week 23 - Composition. Visualising and using spatial language to describe groups 'whole' within 5. NCETM Week 24 - Composition of 10 NCETM Week 25 - Comparison 'more than', 'fewer than' 'an equal number' within 10</p> <p>Spatial reasoning Practical problems (length/weight/capacity) Explore subtraction as removing objects.</p>	<p>Bee The Woolly Bear Caterpillar Oliver's Vegetables Bloom</p> <p>NCETM Week 26- Subitising within 5 (including on a rekenrek) NCETM Week 27 - Comparison (Review and assess) NCETM Week 28 - Counting beyond 20. Review and assess NCETM Week 29 - Patterns within numbers to 10 (Review and assess) NCETM Week 30 - Recall (Review and assess)</p> <p>Explore faces vertices and edges of 3D Shapes Number bonds and double facts to 10 Explore addition and subtraction using signs and strateigies of own choice</p>
<p>Art focus-Van Gough's Starry Night- To mix primary colours to make secondarycolours. To use thin paintbrushes to add details to work.To share ideas with my peers. To discuss the works of different artists.</p>	<p>DT Focus-Clay Models-To work with others to design &amp; make a creature.To build a model which replicates a colourful creature.</p>	<p>STEM focus- Traditional Tales- designing &amp; creating our own themed beanstalks using a variety of different media.</p>	<p>Making bread</p>	<p>Observational drawing of vegetables. Printing with different vegetables. Discuss the artist Giuseppe Arcimboldo who made portrait heads with fruit, can we replicate his work using real fruit?</p>
<p><b>Charanga - Unit 2: My Stories. Learn to sing nursery rhymes and action songs.</b> - Listening and responding to different music. - Embedding foundations of the innerliterated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments. - share and perform the learning that has taken place.</p> <p><b>Online Bullying</b> - describe ways that some people can be unkind online - offer examples of how this can make others feel</p>	<p><b>Charanga - Unit 3: Everyone. Learn to sing nursery rhymes and action songs.</b> - Listening and responding to different music. - Embedding foundations of the innerliterated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments. - share and perform the learning that has taken place.</p> <p><b>Online relationships / online reputation</b> - recognise in some ways in which the internet can be used to communicate - give examples of how I might use technology to communicate with people I know - identify ways that I can put information on the internet.</p>	<p><b>Charanga - Unit 4: Our World. Learn to sing nursery rhymes and action songs.</b> - Listening and responding to different music. - Embedding foundations of the innerliterated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments. - share and perform the learning that has taken place.</p> <p><b>Privacy and Security</b> - identify devices I could use to access information on the internet</p>	<p><b>Charanga - Unit 5: Big Bear Funk. Transition Unit that prepares children for musical learning in year 1.</b> - Listening and responding to different music. - Embedding foundations of the innerliterated dimensions of music. - Learning to sing or sing along with nursery rhymes and action songs. - Improvising leading to playing classroom instruments. - share and perform the learning that has taken place.</p> <p><b>Managing online Informalton</b> - talk about how to use the internet as a way of finding information online. - identify devices I could use to access information on the internet</p>	<p><b>Charanga - Unit 6: Reflect, Rewind and Replay. This unit of work consolidates the learning that has occurred during the year.</b></p> <p><b>Copyright and ownership</b></p>
<p><b>Torches</b> - create shadows, patterns within the light. <b>ipad</b> - To identify where the home button is. Beginning to be able to select a required app with some adult support. (camera app) Beginning to be able to take a photo with an ipad with adult support.</p> <p>Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.</p> <p>Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work.</p> <p><b>Autumn 2: Dance</b></p>	<p><b>Beebots</b> - Using simple instructions to programme Beebots. <b>Day</b></p> <p><b>Safer Internet</b></p> <p>Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.</p> <p>Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work.</p> <p><b>Spring 1: Ball Skills</b></p>	<p><b>chatterpix</b> - use app to create own stories</p> <p>Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.</p> <p>Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work.</p> <p><b>Spring 2: Gymnastics</b></p>	<p><b>Timers and Microscopes</b> - use when investigating children hatching.</p> <p>Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.</p> <p>Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work.</p> <p><b>Summer 1: Dance</b></p>	<p><b>Scrath JR</b> - follow Harmony planning for programme</p> <p>Opportunities for children to develop their fine and gross motor skills are available through continuous provision both indoors and outdoors.</p> <p>Explicit indoor PE lessons are taught weekly following the SPLAY Scheme of work.</p> <p><b>Summer 2: Athletics</b></p>

# Year 1

	Autumn 1 Me and My World (URL Y1 A2)	Autumn 2 Superheroes (Use How will I Remember You)	Spring 1 Towers, tunnels and Turrets (URL Y1 Sum2)	Spring 2 Dinosaur Roar (URL Y1 Sp2)	Summer 1 Looking out on Africa (URL Y1 Sum1)	Summer 2 Happy Holidays (URL Y2 Sum1)
Subject Topic						
Hook(s)	Wow - Share photos from summer holidays - visiting local places. Finish - Walk around the local area discussing key geographical features and linking to geography	Superhero dress up day. Trip to Church	Battle scene Green screen Trip to Nottingham Castle	Clay dinosaur eyes	Trip to the Zoo	Pirate themed day - dress up, buried treasure at school (making a map and reading to find the treasure). Beach day- ice creams, sandpit, beach games, volley ball.
English Texts	Postcards from Derby Here we Are - Oliver Jeffers Descriptive writing/Narrative Maya's Walk - Moira Butterfield Descriptive writing/Narrative Somebody Swallowed Stanley - Sarah Roberts Non Chronological Report/Poster All about Derby Information Text	A Superpower like mine - Dr Ranj Character description Traction Man- Mini Grey Descriptive writing/Narrative Rosa Parks Little People Big Dreams Letter Theres a Superhero in your book - Tom Fletcher Retell	The Tunnel-Anthony Brown Descriptive writing/Narrative Small Knight and George and the Royal Chocolate Cake- Ronda Armitage Recipe/instructions In the Castle Setting description and information text	Dinosaurs Love Underpants - Claire Freedman Retell Dear Dinosaur - Nicola O'Byrne Letter Mad about dinosaurs - Giles Andreae Information text	Lila and the Secret of Rain- David Conway Narrative description The Leopard's Drum Retell The Ugly Five Character Description All about for the Bobo Road Instructions	The Storm Whale - Benji Davies Non- Chronological Report Lighthouse Keepers lunch- David Armitage Narrative Retell/Setting description You Can't Take an elephant on Holiday Types of Holidays- Information text
Grammar	Separation of words with spaces Use of capital letters and full stops to demarcate sentences Name the alphabet in order Form lower case letters in the correct direction startig and finishing in the correct place	Combining words to make sentences Using a capital letter for names of people and places, days of the week and I Recognise and use language relating to days, dates, months and years	Joining words and clauses with 'and' Combining words to make sentences Introduction to question marks to demarcate sentences	Using a capital letter for names of people and places, days of the week and I Introduction to using exclamation marks to demarcate sentences	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes] including the effects of these suffixes on the meaning of the noun How the prefix un- changes the meaning of verbs and adjectives [example, unkind, or undoing: untie the boat] Sequencing sentences to form short narratives	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Sequencing sentences to form short narratives Apply the spelling rules for adding the endings -ing, -ed and -er to verbs
Shared Reading Texts and Progression of Comprehension Skills	What We'll Build - Oliver Jeffers (Fiction) Coming to England - Floella Benjamin (Non-fiction) Now We Are Six - A.A Milne (Poetry)	Eliot Midnight Superhero - Anne Cottringer (Fiction) When you're fast asleep - Peter Arrhenius (Non-fiction) A Hero Like me - Jen Reid (Fiction)	Dragon Post - Emma Yarlett (Fiction) Zog - Julia Donaldson (Fiction) The Castle the King Built - National Trust (Non-fiction)	Stomp, chomp, big, roars, here come the dinosaur - (Poetry) Gigantosaurus - Jonny Duddle (Fiction) Dinosaur Bones - Bob Barner (Non-fiction)	Okapi Loves His Underpants - Teri Tatchell (Fiction) Handa's Noisy Night - Eileen Browne (Fiction) Ostrich and Lark - Marilyn Nelson (Poetry)	Paddington's Post - Michael Bond (Fiction) A ticket Around The World - Natalia Diaz (Non-fiction) Postcards from different destinations (Non-fiction)
Phonics and Spelling	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 4 Hear and recognise all previously taught phonemes and blend in cvc, ccvc, cvcc, cvcc, ccvc, ccvc, ccvc words	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Hear and recognise all 40+ phonemes. Know which parts of the words can be decoded using phonics.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read common words using phonic knowledge Identify all 40+ graphemes in reading. Blend sounds in unfamiliar words based on known GPCs.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read common words using phonic knowledge where possible.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Read words of more than one syllable that contain taught GPCs. Read phonetically decodable texts with confidence.	See Harmony Phonics Framework for progression of weekly learning including spellings: Phase 5 Know that words can have omitted letters and that an apostrophe represents the omitted letters. Find contractions in reading. Read words with contractions.
Maths	Place Value - Number (1) - read numbers, write numbers, make amounts, match numbers to amounts. Place Value - Number (1) - match numbers to amounts, order numbers to 10, practically, written, order numbers to 20, practically. Make amounts. Place Value- Number (1) - one more - practically, one more number lines Place Value- Number (1) - one less - practically, one less number lines Addition - Number (1) - to add practically, add saying a number sentence, add writing a number sentence. Subtraction - Number (1) - to subtract practically, subtract saying a number sentence, subtract writing a number sentence. Length- Measurement (1) - compare length, record length, compare height, measure and record height.	Place Value- Number (1) - make amounts using ten frames, pictorial, recognise amounts, finish number sequences forwards and backwards. Addition - Number (1) - find number bonds to 10 using numicon, ten frames, part whole method. Subtraction - Number (1) - subtract using multlink, ten frames, finding the inverse. Addition and Subtraction - Number (1) - missing number problems, fact families, word problems. 2D Shapes - Geometry (1) - name shapes, repeating patterns, properties of shapes Mats- Measurement (1) heavy and light, compare mass, order mass, measure mass. Money- Measurement (1) - recognise coins pence and pounds, recognise notes, values of coins and order, value of notes and order. Time - Measurement (1) - sequence events in a day, order days of the week, order months of the year.	Place Value - Number - (1) compare numbers to 20 using < > =, compare numbers in different ways pictorial, words, number sentences, order numbers forwards on a numberline, order numbers backwards Addition - Number (1)- number bonds to 20, part whole method for number bonds to 20, bar models Subtraction - Number (1) - subtraction facts to 20, part whole method for number bonds to 20, bar models. Addition and subtraction - Number (1) - missing number problems, fact families to 20, one step word problems. Position and Direction - Positional language, directional language, clockwise and anticlockwise, whole, half, quarter and 3 quarter turns. Capacity - Measurement - describe volume, compare volume, measure volume, record volume.	Place Value- Number (1) - reading and writing numbers to 100- numerals, number to 1-10 in words, numbers 11-20 in words, one more and one less numbers to 100 Addition - Number (1) number line to add one digit, number line to add one and two digit numbers (10+10), add 2D+1D on number lines Subtraction - Number (1) number line to subtract one digit numbers, number line to subtract one digit and two digit 10-10, number line to subtract 2D-1D Fractions- Number (1)-find half of shapes practically, pictorially. Half of a quantity, practically and pictorially. Finding half of an object. Time- Measurement (1)-identify daily times, tell time to the hour practically and pictorially.	Addition - Number (1) - addition 1D+2D using numberlines moving to formal methods Subtraction - Number (1) subtraction 2D-1D to 20 on a numberline- revisit Spring 2 Multiplication - Number (1) multiply by 10, 5, 2 and make groups pictorially. Division - Number (1) divide by 2, 5, 10 and mixed 3D shapes - Geometry (1) name 3D shapes, sort 3D shapes, recognise 3D shapes Length - Measurement (1) compare length, measure length non standard units, measure using standard units, using a ruler cm	Addition and Subtraction - Number (1) one step addition word problems - concrete, pictorial. One step subtraction word problems - concrete, pictorial. Missing number problems. Multiplication - Number - (1) 2 5 and 10 sequences, arrays, one step word problems Division - Number - (1)- recap Summer 1 making groups, loops to make groups, arrays, one step problems. Fractions - Number (1) - recap half of shapes and quantities, recognise, find and name quarters of shapes, objects and quantities Money- Measurement - (1) - recognise coins and names, order denominations of money, compare denominations using < > =, make amounts Time - Measurement (1) - recap o'clock, AM, PM Use clocks to show half past, write times, draw hands on clocks for half past, compare times.
History		During our learning journey for Autumn 2, the children will be learning about Superheroes and what it means to be a Superhero. We will be exploring and learning about everyday Superheroes and how they help and support us. The children will explore and research back in time about previous superheroes and how they have made a difference today. The children will be getting the opportunity to meet some real life superheroes of today in person. The children will be learning about the Human Body, how it works and how we can look after our bodies. They will be exploring seasonal changes and discover how this affects the change in climate Children will learn about historical 'superheroes' and how they helped change the world we live in today such as: Rosa Parks, Grace Darling	In Spring 1 year 1 use knowledge of the royal family when participating in Castles. This topic focusses on knowing what Castle life was like, knowing the purpose of a castle/why they were built and learn about the different types of castles and how they evolved. It will start with the children being transported back to the past when they visit Turbury Castle and dress up in medieval clothing and tour around the castle and dungeons. The children complete a timeline, compare castles and to finish this topic, they will use Green Screen to create a background for a castle battle.	Dinosaur Roar is a topic in year 1 in which children gain a greater understanding of pre-historic times. During this topic, we research a person from the past (Mary Anning) and why she is important, we discover why the dinosaurs died and look at evidence to see if they existed. We link this history topic to many other strands of learning, PE in which we create a dinosaur dance and Science: in which we further develop our knowledge of Common Animals and focus on herbivores, omnivores and carnivores. To finish this topic, the children will write a newspaper report on dinosaurs coming to our school.		
Geography	Me and my world is a topic that focuses on ourselves and Derby. Children use their knowledge of 'Me and my family' from EYFS and use key concepts to extend their knowledge of houses and who lives in houses. We begin this learning with a local area walk which children will look for key geographical features and building and describe what it is like. Another key concept children learn is how to draw an aerial map and what objects look like from an aerial view. To finish this topic, the children create a model of a geographical feature from around the local area.				In Year 1, Looking out on Africa is a Geography topic which looks at comparing Africa to the town of Serengeti and how people live. This topic starts with some traditional African dancing, making flags and tasting some traditional food. We look at what life is like in Africa, discover where it is on a map, describe the climate and compare it to England. This links to Me and my world in Autumn 1 and Where are We in Year 2. To finish this topic the children will write a letter to a linking school in Africa and fundraise for Toilet Twinning. Children will also enjoy a trip to the zoo to experience the animals.	Happy holiday In Summer 1 the children study the places people go on holiday. The children will be able to name different types of holidays and methods of transport to reach their destination. This links to their learning from nursery (transport) and also their learning from Autumn in Year 1 (me and our world).
Science	Animals inc. Humans- Human body The children in year 1 look at our human body. They label the different body parts and put a body back together. The children make observations about their senses and their sensory organ. The children look at what the similarities and differences are between us.	Materials The children look at the different types of materials and describe their properties. They also look at the best materials for a structure and discuss why. The children then use different materials to make a castle structure for DT to link with the topic.	Seasonal Changes In year 1 the children look at the 4 seasons and the changes in each season. They observe, discuss, draw and write about the changes in each of the 4 seasons. The children will learn how the day length varies and make observations and use that information to create data.	Animals inc. Humans- Carnivores, herbivores, omnivores The children make links to the topic- Dinosaurs and animals by discussing what animals eat. They sort and classify the animals/dinosaurs into the 3 different categories. Name parts of animals bodies and compare their bodies. Identify living and non living things.	Animals inc. Humans- Grouping Animals The CHN will compare and name groups of animals including pets and wild animals. They learn about caring for animals and have a visit to the Zoo. Recognise difference between animals. Identify and name a variety of animals eg reptile, fish, bird, mammal, amphibian. Describe how an animal is suited to it's environment.	Plants In year 1 the children keep a plant growth diary and record their observations daily. They plant seeds and help look after the plant by watering it. The children go on a plant hunt around the school. They label a plant and a tree and name some flowering plants and trees. They use their knowledge from EYFS of the Garden. Their learning in Year 1 gives them the basis to build on in Year 2 when they look at how plants grow.
Art	Artist Study- Picasso- Painting Portraits Children in year 1 look at using a range of materials and techniques to create a self-portrait of themselves. The children develop a wide range of techniques when considering colour, pattern, texture, line, shape, form and space. They will look at artists work (Pablo Picasso) The children work on showing emotions through their artwork with aspects of IT used throughout. To be able to communicate something about ourselves in our drawing. To draw lines of different shapes & thickness with different grades of pencil. to look and create different moods in our drawing.			Sculpture When the children learn about dinosaurs, I complete their learning by creating a sculpture of a dinosaur eye in clay by using artist impressions.	Children in Year 1 look at different types of African prints, mono, block and potato and with this, use skills learnt to design and create simple potato prints using African colours. They will look at prints from the Noble tribe. They will create repeating patterns and prints and animals. This links to Science (animals)	

D&T	<b>Sewing</b> In this topic the children produce their own cape using old clothes and fabric. They plan, create and evaluate their cape and ensure it is fit for the audience and purpose. They practice cutting and sewing skills to join the seams together.	<b>Structures</b> is a topic that is learnt once children have an understanding of mechanisms and sculptures. This topic has a focus on buildings (links to me and my world, and EYFS) when the children look at what is needed to keep buildings in place. The children will design and build their own structure and then evaluate their work.	This <b>food</b> topic focussing on learning the skills to make ice-lollies. The children will look at healthy eating by adding in fruits to their lolly. The children will develop scooping and mixing skills and also use equipment such as blenders and whisks to create different textures. They will learn how to cut food safely. Can they describe the textures of food? they will think of different ways to decorate their food to make it look interesting.			
PE and Progression of Skills	<b>Gymnastics</b> Copy actions Make their body tensed, relaxed, curled and stretched. Control their body when travelling. Control their body when travelling and balancing. Copy sequences and repeat them. Roll, travel and balance in different ways.	<b>Dance</b> Copy actions Move to music Copy dance moves Perform some dance moves. Talk about what they have done.	<b>Gymnastics</b> Repeat some actions Move with control and care. Climb safely. Stretch in different ways. Curl in different ways.	<b>Dance</b> Repeat some actions Move with control and care. Make up a short dance. Move around the space safely Move around the space safely Describe what other people did.	<b>Team Games - Striking</b> Copy actions Throw underarm Roll a piece of equipment. Hit a ball with a bat Move and stop safely. Describe how their body feels before and after an activity.	<b>Athletics/Tennis</b> Repeat some actions Move with control and care. Catch with both hands. Throw in different ways. Kick in different ways.
RE	Who is a Christian and what do Christians believe God is like? - To know about and understand a range of religions and worldviews. - To express ideas and insights about the nature, significance and impact of religions and worldviews. - To gain and deploy the skills needed to engage seriously with religions and worldviews.	How and why do we celebrate special and sacred times? Why Does Christmas Matter To Christians? (Incarnation/greed Syllabus / SACRE) - To know about and understand a range of religions and worldviews. - To express ideas and insights about the nature, significance and impact of religions and worldviews. - To gain and deploy the skills needed to engage seriously with religions and worldviews.	What do Muslims believe and how do they live? - To make sense of a range of religious and non-religious beliefs. - To understand the impact and significance of religious and non-religious beliefs. - To make connections between religious and non-religious beliefs, concepts, practices and ideas studied.	How and why do we celebrate special and sacred times? Why does Easter Matter To Christians? - To know about and understand a range of religions and worldviews. - To express ideas and insights about the nature, significance and impact of religions and worldviews. - To gain and deploy the skills needed to engage seriously with religions and worldviews.	What does it mean to belong to a faith community? - To know about and understand a range of religions and worldviews. - To express ideas and insights about the nature, significance and impact of religions and worldviews. - To gain and deploy the skills needed to engage seriously with religions and worldviews.	What can we learn from sacred books and stories? - To make sense of a range of religious and non-religious beliefs. - To understand the impact and significance of religious and non-religious beliefs. - To make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
Music	<b>Hey you! - Old School Hip Hop</b> Performing - Can they use their voice to speak/sing/chant? - Do they join in with singing? - Can they use instruments to perform? - Do they look at their audience when they are performing? - Can they clap short rhythmic patterns? - Can they copy sounds?	<b>Rhythm In The Way We Walk and The Banana Rap- Reggae</b> Composing - Can they make different sounds with their voice? - Can they make different sounds with instruments? - Can they identify changes in sounds? - Can they change the sound? - Can they repeat (short rhythmic and melodic) patterns? - Can they make a sequence of sounds? - Can they show sounds by using pictures?	<b>In the Groove- Blues Baroque Latin Bhangra Folk</b> Appraising - Can they respond to different moods in music? - Can they say how a piece of music makes them feel? - Can they say whether they like or dislike a piece of music? - Can they choose sounds to represent different things? - Can they recognise repeated patterns? - Can they follow instructions about when to play or sing?	<b>Round and round- bossa Nova, big band jazz</b>	<b>Your Imagination- Pop</b>	<b>Reflect Rewind Replay- Classical</b>
Online safety	<b>Self image and identify / Health, wellbeing and Lifestyle.</b> - recognise that there may be people online who makes them feel sad, uncomfortable, embarrassed or upset.	<b>Online Bullying</b> - describe how to behave online in ways that do not upset others and can give examples.	<b>Online relationships / online reputation</b> - give examples of when I should ask permission to do something online and explain why this is important. - use the internet with adult support to communicate with people I know. - explain why it is important to be considerate and kind to people online to respect their choices - explain why things one person finds funny or sad online may not always be seen in the same way - recognise that information can stay online can could be copied - describe what information I should not put online without asking a trusted adult first.	<b>Privacy and Security</b> - recognise more detailed examples of information that is personal to someone - explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or orders.	<b>Managing online informaion</b>	<b>Copyright and ownership</b>
Computing	<b>Digital literacy - iPad key skills</b> In year 1 the children learn how to log on and off as consolidating their learning from the EYFS. They begin to use the iPad to access set tasks on Purple Mash.	<b>2 Paint</b> - Class portraits The children will be able to create a portrait using 2paint on purple mash and save their work in their file.	<b>Animated Stories - children to use stop motion.</b>	<b>Un-plugged Coding</b> The children will learn the basic skills in coding such as what an algorithm is, how to debug and to create a program. (Purple Mash unit 1.4)	<b>Programming</b>	<b>Programming - Scratch Jr</b>
PSHE	<b>Rules and responsibilities</b> In year 1 the children learn the importance of rules and make a class charter. They know that there are consequences when rules are broken. They will learn how to share and take turns.	<b>Feelings - Zippy Module 1</b> In year 1 the children learn about the different feelings through Zippy's Friend Module 1.	<b>Keeping safe</b> In year 1 the children learn about dental hygiene, road safety, keeping clean and looking after their skin in the sun.	<b>Communication - Zippy Module 2</b> In year 1 the children learn about how to express their feelings. To speak clearly and ask for help when they feel lonely or isolated. The children learn through Zippy's Friend Module 2.	<b>Healthy Lifestyle</b> In year 1 the children look at having a healthy diet (having a balanced diet) alongside learning about the importance of exercise.	<b>Communities</b> In year 1 the children look at belonging to different families and communities. They learn that belonging to a family or community needs stability, love and security.

## Year 2

Subject Topic	Autumn 1 Farmyard Hullabaloo (URL Y2 A1)	Autumn 2 How will we Remember you? (URL Y2 Sp2)	Spring 1 Magnificent Monarchs (Cornerstones)	Spring 2 Fables, Folk Stories and Fairy Tales	Summer 1 My Wonderful World (URL Y1 A1)	Summer 2 Oh I do like to be beside the seaside (Y2 Sum2)
Hook(s)						
Shared Reading Texts and Progression of Comprehension Skills	<b>The Tale of Jemimah Puddle Duck</b> - Beatrix Potter (Fiction) <b>A Squash and a Squeeze</b> - Julia Donaldson (Fiction) <b>The Enormous Turnip</b> - Folk Tale	<b>How Wonderfully Odd</b> - Rory Halmtraier (Fiction) <b>So you want to be an inventor?</b> - Judith St George (Non-Fiction) <b>Little People, Big Dreams - Nelson Mandela</b> (Non-Fiction)	<b>The Queen's Hat</b> - Steve Antony (Fiction) <b>If I were King</b> - Chelsea O'Byrne (Fiction) <b>Little People, Big Dreams - King Charles</b> (Non-Fiction)	<b>Into the Forest</b> - Anthony Browne <b>Hansel and Gretel</b> - Brothers Grimm <b>Aesop's Fables - Two Travellers and the Bear</b>	<b>The Wild</b> - Yuval Zommer <b>Our Earth is a Poem</b> - Various authors <b>This Moose Belongs to Me</b> - Oliver Jeffers	<b>Stella and the Seagull</b> - Georgina Stevens <b>Flotsam</b> - David Wiesner <b>Seaside Animals</b> - Kate Woolley
English Texts	<b>National Trust: Look What I Found on the Farm</b> Information Text <b>The Tale of Peter Rabbit</b> Narrative - Retell <b>Farmer Duck</b> Letter <b>Harvest</b> Information Text	<b>Florence Nightingale</b> Information text <b>The Great Explorer</b> Retell <b>Malala's Magic Pencil</b> Descriptive writing	<b>Queen Elizabeth II and the Kings and Queens of Great Britain</b> Non Chronological Report <b>Paddington at the Palace</b> Diary entry <b>Queen Victoria's Bathing Machine</b> Narrative/alternative retell	<b>Legend of Robin Hood</b> Newspaper Report <b>Through the Fairy Door</b> Descriptive Writing <b>Into the Forest</b> Narrative/Alternative Retell <b>Forest Trip</b> Recount	<b>Derby Information Text</b> Factfile <b>Dear Earth</b> Persuasive Letter <b>My Heart is a Compass</b> Instructions	<b>Grandma's Seaside Blooms</b> Narrative - retell <b>Seaside Holidays Then and Now</b> Non Chronological Report <b>Seaside Poems</b> Poetry - Kenning <b>Seaside Trip</b> Recount
Grammar	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning how to use both familiar and new punctuation correctly (see English appendix2) including: - full stops - capital letters - exclamation marks - question marks Joining words and joining clauses using 'and'	Learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly) Learning how to use both familiar and new punctuation correctly - commas in a list Co-ordination using or and but Subordination using when if that because How the grammatical patterns in a sentence indicate its function as a question or command	Use of 'ly' to turn adjectives into adverbs Apostrophes for omission and possession How the grammatical patterns in a sentence indicate its function as an exclamation or statement	Past tense including progressive form Formation of nouns by adding suffixes including ness, er and by compounding eg whiteboard Formation of adjectives using suffixes -ful, -less	Use of suffixes -er, -est in adjectives Recap all terminology SATS	Consolidation Phonics Resits
Maths	Number - Place Value (2 weeks) Number - Addition Number - Subtraction Number - Addition and subtraction Number - Multiplication Measurement - Time	Number - Place Value Number - Addition Number - Subtraction Measurement - Money Measurement - Length Number - Multiplication Geometry - 2D shapes Statistics - Pictograms and tally charts	Number - Place value Number - Addition Number - Subtraction Measurement - Time Number - Fractions Measurement - Money	Number - Place value Number - Addition Number - Subtraction Measurement - Time Number - Fractions Statistics - Tables and block diagrams	Number - Place value Number - Multiplication Number - Division Measurement - Mass Geometry - position and direction	Number - Place value Number - Multiplication Number - Division Measurement - Money Measurement - Capacity Geometry - Properties of 3D shapes
History	In Year 2 the children will look at famous people that have changed the world in some way and be able to talk about their achievements. They carryout independent research and compare hospitals from then and now for Florence Nightingale. The children look at Malala and Nelson Mandela and develop an understanding of their achievements through living history. This topic builds on the learning from People Who Help Us (Nursery).	In this topic the children will learn about English and British monarchy from AD 871 to the present day. They will explore Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. They will be using timelines, information about royal palaces, portraits and other historical sources and will build up an understanding of the monarchs.	In Year 2 the children will be exploring how life at the seaside has evolved through time. They will be comparing life at the seaside from the past to now using historical sources and photographs. They will explore what people do at the seaside in different time periods. They will then explore the introduction of trains within history and how this changed the seaside holidays.			

Geography	In Year 2 the children will be exploring the farm and features of the countryside. The children will be looking at the human and physical features of the countryside. They will use aerial photographs to study an area of the countryside, as well as comparing rural and urban areas. The children will also know what happens on a farm and understand how food is farmed. This builds upon the topic 'Old McDonald' in reception to explore the purposes of farms as well as the features in a deeper way.			In this topic the children will be exploring geographical features of a forest. They will compare a British forest to a rainforest in a non-European country, comparing the similarities and differences. They will use aerial photos to identify features and create a map with compass directions. They will use simple fieldwork skills to study the geography of the forest on the school grounds.	<b>My Wonderful World</b> is a topic that focuses on ourselves and Derby. Children use their knowledge of 'Me and my family' from EYF5 and 'Me and my world' in Year 1. The children will use key concepts to extend their knowledge of their local area. Another key concept children learn is how to draw an aerial map and what objects look like from an aerial view. The children will be able to identify Derby on a map and see how this correlates with London on a map. They will also identify the surrounding seas of the UK.
Science	Seasonal changes  In year 2 the children look at the 4 seasons and the changes in each season. They observe, discuss, draw and write about the changes in each of the 4 seasons. The children will learn how the day length varies and make observations and use that information to create data. They will link this to how the seasons affect the farm.	Materials  The children look at the different types of materials and describe their properties. They also look at the best materials for a structure and discuss why. The children then use different materials to make a memory blanket for DT to link with the topic.	Animals inc. Humans- Human body  The children in year 2 look at our human body. They label the different body parts and put a body back together. The children make observations about their senses and their sensory organ. The children look at what the similarities and differences are between us.	Plants  In year 2 the children keep a plant growth diary and record their observations daily. They plant seeds and help look after the plant by watering it. The children go on a plant hunt around the school. They label a plant and a tree and name some flowering plants and trees.	Animals inc. Humans- Grouping Animals (BRING IN HABITATS)  The CHN will compare and name groups of animals including pets and wild animals. They learn about caring for animals and recognise difference between animals. The children will identify and name a variety of animals eg reptile, fish, bird, mammal, amphibian. They will describe how an animal is suited to it's environment.  Animals inc. Humans- Carnivores, herbivores, omnivores  The children be discussing what animals eat. They sort and classify the animals/dinosaurs into the 3 different categories. Name parts of animals bodies and compare their bodies. Identify living and non living things.
Art			Portraits Children look at historical portraits and re-create a portrait of their friend in the same style. Looking at tones, colour mixing and details. Children will use different grades of pencils and will be expected to create different tones using light and dark.	Artist Study- Henry Rousseau Children evaluate Henry Rousseau's 'Tiger in a tropical storm' and discuss what they like and why. Children then recreate this image but alter their chosen aspects eg weather, animal, plants. They will be expected to show texture in their drawings, Describing similarities and differences making links to their own work.	Fabric painting- children decorate their own beach bag learning how to apply fabric paints and prints to canvas. The children will be creating a print using techniques such as pressing, rolling, rubbing and stamping. Can they create a print like a designer?
D&T	Food Healthy eating- soup Whilst learning where food comes from, children choose vegetables to use to make their own soup. Chopping, boiling, mashing, mixing and then tasting their creations. The children will describe the properties of ingredients they are using. They will explain what is meant to be hygienic.	Sewing In this topic the children produce their own memory blanket using old clothes and fabric. They plan, create and evaluate their blanket and ensure it is fit for the audience and purpose. They practise cutting and sewing skills to join the seams together.		Structures- This topic the children will design and create their local environment. They will select their own resources from a selection of different media. They will choose the best materials and give a reason why these are best. They may have to join things in different ways. They will then evaluate their work by explaining what went well and how they may adapt it next time.	Tie Dye Children learn the skills of tie-dye to create their own t-shirt to wear at their Leavers Festival. They will explore colour, and explain what went well with their work and what they would improve on next time.
PE and Progression of Skills	Gymnastics  Copy and Remember actions. Plan and show a sequence of movements. Use contrast in their sequences. Develop control in their movements Show how to exercise safely.	Dance  Copy and Remember actions. Dance imaginatively. Change rhythm, speed and direction. Dance with control and coordination. Describe how their body feels during different activities.	Gymnastics  Repeat and explore actions with control and coordination. Think of more than one way which to create sequence which follows a set of 'rules'. Work on their own and with a partner to create a sequence. Talk about what is different between what they	Team Games- Striking  Copy and Remember actions. Use hitting, kicking rolling in a game. Stay in a zone during a game Decide where the best place to be is during a game.	Dance  Repeat and explore actions with control and coordination. Make a sequence by linking sections together. Link some movements to show a mood or feeling. Say how they could have improved. Explain what their body needs to keep healthy. Derby - Key question 1.6 How and why do we celebrate special and sacred times? Who celebrates what? How and where? Celebrations that matter: Christian and Muslim.
RE	Who is Jewish and what do they believe? To know about and understand a range of religions and worldviews.	What makes some places sacred? Mosques and Makkah To know about and understand a range of religions and worldviews.	Christianity & Islam - How should we care about others and the world	How and why do we celebrate special and sacred times? Why does Easter Matter To Christians?	Who is an inspiring person? What stories inspire Christians and Muslims
Music	Hey you!- Old School Hip Hop  Performing - Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds?	Rhythm in The Way We Walk and The Banana Rap- Reggae  - To express ideas and insights about the nature,	In the Groove- Blues Baroque Latin Bhanga Folk  Composing - Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?	Your Imagination-Pop  Appraising - Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?	Round and round- bossa Nova, big band jazz  Reflect Rewing Replay- Classical
Online Safety	Self image and Identify / Health, wellbeing and lifestyle. - recognise that there may be people online who makes them feel sad, worried uncomfortable, or frightened. - give examples how they might get help.	Online Bullying - explain what bullying is, how people may bully others and how bullying can make someone feel. - explain why anyone who experiences bullying is not to blame. - talk about how anyone experiencing bully can get help.	Online relationships / online reputation - explain who I should ask before sharing things about myself or others online. - explain how information put online about someone can last for a long time. - describe how anyone's online information could be seen by others. - know who to talk to if something has been out online without consent or if it is incorrect.	Privacy and Security - explain and give examples of what is meant by 'private' and 'keeping things private' - describe and explain some rules for keeping personal information private	Managing online Informal - use simple keywords in search engines - demonstrate how to navigate a simple webpage to get information I need - explain what voice activated searching is and how it might be used and know it is not a real person (siri) - explain the difference between things that are 'imaginary' 'made up' or 'make believe' and things that are 'true' or 'real' - explain why some information I find online may not be real or true
Computing	Scratch Jr - To know what an algorithm is - To know how to create a program - To follow an algorithm	Coding - Purple Mash - Explain and follow code - To create simple programs - To use commands - To debug simple programs	Spreadsheets & making music - To open, save and navigate spreadsheets. - To explore and edit music - To record and create my own sounds	Stop, Motion Animation - To explore a simple program - To plan a simple program - To create a simple program - To talk about my learning and say how I can make it better	Blueboots - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs  ZPaint - creating pictures - To explore the impressionist style of art - To recreate Pointillism art using impressionist style - To recreate Mondrian art using impressionist style - To recreate Morris art using impressionist style
PSHE	RULES AND RESPONSIBILITIES. Assessment Outcomes: I can use basic manners, I can talk about the school rules and I can know that there are consequences if I do not follow the rules.	MAKING AND BREAKING RELATIONSHIPS - Zippy module 1 Assessment Outcomes: I can identify some things that cause conflict between me and my friends, I know that a healthy friendship makes me feel good and I know some steps to take to improve a friendship.	CHANGING AND GROWING. Assessment Outcomes: I know some similarities and differences between boys and girls, I can identify parts of the body that makes boys different to girls and use the correct names, I know the difference between secrets and surprises (adult secrets) and I know the 'pants' rule, I can learn about dental hygiene, road safety, keeping clean and looking after their skin in the sun (mixture of Year 1 and 2 MTP)	Communication - Zippy Module 2  In year 1 the children learn about how to express their feelings. To speak clearly and ask for help when they feel lonely or isolated. The children learn through Zippy's Friend Module 2.	Healthy Lifestyle  In year 1 the children look at having a healthy diet (having a balanced diet) alongside learning about the importance of exercise.  Communities  In year 1 the children look at belonging to different families and communities. They learn that belonging to a family or community needs stability, love and security.