

Year A 2016/2017	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	<i>Knowing me, knowing you, knowing our world.</i>		<i>Space, The Earth and I</i>		<i>Down on the Farm</i>	
Events/visits	Welly walks in local area People who help us				Welly walks in local area Garden centre/ Farm	
Science	Growing and changing Senses Food & health Animals including humans		Light and dark electricity		Habitats Growing plants & Animals Life cycles Food chains	
Planning and communication and sources	<ul style="list-style-type: none"> ➤ Identify key features and ask questions about different living things (1/2) and begin to compare living things (Y1) and events (Y2) ➤ Talk about what they see and do and draw simple picture and charts to show their findings (Y1) ➤ Suggest how to find things out and use a range of simple texts to find information (Y2) ➤ Talk about what they observe using simple scientific vocabulary (Y2) 		<ul style="list-style-type: none"> ➤ Identify key features and ask questions about light and dark? Key features of materials that reflect light etc (1/2) ➤ Talk about what they see and do and draw simple picture and charts to show their findings (Y1) ➤ Suggest how to find things out and use a range of simple texts to find information (Y2) ➤ Talk about what they observe using simple scientific vocabulary. What is dark? (Y2) 		<ul style="list-style-type: none"> ➤ Identify key features and ask questions about different living things (1/2) and begin to compare living things (Y1) and events (Y2) ➤ Talk about what they see and do and draw simple picture and charts to show their findings (Y1) ➤ Suggest how to find things out and use a range of simple texts to find information (Y2) ➤ Talk about what they observe using simple scientific vocabulary (Y2) 	
Enquiring, testing, obtaining and presenting evidence	<ul style="list-style-type: none"> ➤ Test ideas that are suggested to them and say what they think will happen (Y1) ➤ Use first hand experiences, and opportunities exploring different materials, to answer simple questions (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➤ Begin to recognise when a test or comparison is unfair (Y2) 		<ul style="list-style-type: none"> ➤ Test ideas that are suggested to them and say what they think will happen. What can you see in the dark? (Y1) ➤ Use first hand experiences, and opportunities exploring different materials, to answer simple questions. Why do we use reflective strips on safety clothes? (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➤ Begin to recognise when a test or comparison is unfair (Y2) 		<ul style="list-style-type: none"> ➤ Test ideas that are suggested to them and say what they think will happen (Y1) ➤ Use first hand experiences, and opportunities exploring different materials, to answer simple questions (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➤ Begin to recognise when a test or comparison is unfair (Y2) 	
Observing and recording	<ul style="list-style-type: none"> ➤ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➤ Respond to questions asked by the teacher and ask their own questions (Y2) ➤ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) 		<ul style="list-style-type: none"> ➤ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➤ Respond to questions asked by the teacher and ask their own questions to find out more (Y2) ➤ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) 		<ul style="list-style-type: none"> ➤ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➤ Respond to questions asked by the teacher and ask their own questions (Y2) ➤ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) 	
Considering and evaluating evidence	<ul style="list-style-type: none"> ➤ Make simple comparisons and groupings of different habitats. ➤ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➤ Begin to draw simple conclusions and explain what they did 		<ul style="list-style-type: none"> ➤ Make simple comparisons and groupings of different materials. Discuss what they are used for and why-what properties make them suitable? ➤ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➤ Begin to draw simple conclusions and explain what they did and suggest how they could improve this giving reasons supported by what they have found out (Y2) 		<ul style="list-style-type: none"> ➤ Make simple comparisons and groupings of different habitats. ➤ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➤ Begin to draw simple conclusions and explain what they did and suggest how they could improve this (Y2) 	

	and suggest how they could improve this (Y2)			
Geography	Weather & seasons	7 continents and 5 oceans Great Britain and Russia/USA	Partney Maps Weather	Africa Weather
Geographical language	➤ Begin to use geographical language to ask questions. (Y1) and think about how it has changed (Y2) Local, abroad, hot, cold, equator, climate etc	➤ Use geographical language to ask questions. (Y1) and think about how it has changed (Y2) Local, abroad, hot, cold, equator, climate, landscape/ moon scape- rocks etc	➤ Use an increasing range of geographical language to ask questions. (Y1) and think about and discuss how it has changed (Y2) Local, abroad, hot, cold, equator, climate, vegetation, plant types etc..	
Enquiry	➤ Ask simple geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➤ Begin to express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➤ Start to recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) ➤ Begin to observe and record(eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➤ Start to communicate what they know in different ways – pictograms, charts, writing etc.	➤ Ask geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➤ Express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➤ Recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) Observe and record (eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➤ Communicate what they know in different ways with growing independence – pictograms, charts, writing etc.	➤ Ask geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➤ Express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➤ Recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) ➤ Observe and record(eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➤ Choose how to communicate what they know think about different ways and choose appropriately with support as needed – pictograms, charts, writing etc.	
Fieldwork	➤ Welly walks in local area. Use camera, maps, sketches, diagrams.	➤ Welly walks in local area. Use camera, maps, sketches, diagrams.		
Map/atlas work	➤ Explore local area (Y1) compare with hot/cold places (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➤ Make simple maps, plans of local school (Y1) local area (Y2)	➤ Explore local area (Y1) compare with Russia/USA (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➤ Make simple maps, plans of oceans and continents. Where did the early space explorers live?	➤ Welly walks in local area. Use camera, maps, sketches, diagrams. ➤ Explore local area (Y1) compare with hot/cold places (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➤ Look at simple maps, plans of local area (Y1) and contrasting area (Y2) ➤ Continue to use maps, atlas to find out about continents and oceans- where do different foods/fruits etc grow. Use Handa's Surprise.	
History	Florence Nightingale Mary Seacole Crimean War	Neil Armstrong Moon Landing	Space exploration	Local history- Partney & surrounding are Joseph Banks
Chronology	➤ Sequence events, objects from homes past and present in chronological order (Y1) ➤ Sequence artefacts and events (that are closer together) in sequence (Y2) ➤ Sequence photos from different periods in their lives (Y2) ➤ Describe memories of key events in their lives.	➤ Sequence events, objects from homes past and present in chronological order (Y1) ➤ Sequence artefacts and events (that are closer together) in sequence (Y2) ➤ Sequence photos from different periods in their lives (Y2) ➤ Describe memories of key events in their lives.	➤ Sequence events, objects from homes past and present in chronological order (Y1) ➤ Sequence artefacts and events (that are closer together) in sequence (Y2) ➤ Sequence photos from different periods in their lives (Y2) ➤ Describe memories of key events in their lives.	

<p>Range and depth of historical knowledge</p> <p>Interpretations of History</p> <p>Historical Enquiry</p> <p>Organisation and communication</p>	<ul style="list-style-type: none"> ➤ Start to describe similarities and differences in artefacts from homes past and present including toys (Y1/2) ➤ Find out about people and events from other times- Samuel Pepys- Great fire of London) (Y2) ➤ Use drama to explore the past (Y1) develop empathy and understanding about how/why people lived in the past. (Y2) ➤ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➤ Compare pictures etc past and present and discuss (Y2) ➤ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➤ Use a range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2) ➤ Look at objects/artefacts and put into time order with support.. (y1) ➤ Use labels and diagrams and simple recounts to show what they have found out. (Y1) add information (Y2) 	<ul style="list-style-type: none"> ➤ Start to describe similarities and differences in animals past and present including dinosaurs (Y1/2) ➤ Find out about people and events from other times- Mary Anning) (Y2) ➤ Use drama to explore the past (Y1) develop empathy and understanding about how/why people/animals lived in the past. (Y2) ➤ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➤ Compare pictures etc past and present and discuss (Y2) ➤ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➤ Use a range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2) ➤ Talk about the sequence of objects in a timeline. Discuss oldest. Newest etc. ➤ Use labels and diagrams and simple recounts to show what they have found out. With increasing independence (Y1) use books etc to find out and add information (Y2) 	<ul style="list-style-type: none"> ➤ Describe similarities and differences in artefacts from homes past and present including toys (Y1/2) ➤ Find out about people and events from other times- pirates/Grace Darling (Y2) ➤ Use drama to explore the past (Y1) develop empathy and understanding about how/why people lived in the past. (Y2) ➤ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➤ Compare pictures etc past and present and discuss (Y2) ➤ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➤ Use a growing range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2) ➤ Talk about the sequence of objects in a timeline. Discuss oldest. Newest etc. (Lighthouses/ships) ➤ Use labels and diagrams and simple recounts to show what they have found out. with increasing independence (Y1) use books etc to find out and add information (Y2) 		
DT	Clay	Junk models	Papier mache	Puppets Junk rockets	Collage models
Developing, planning and communicating ideas	<ul style="list-style-type: none"> ➤ Begin to draw on their own experience to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➤ Begin to understand how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object (Y2) ➤ Start to suggest ideas and talk about what they are going to do (Y1) Identify a purpose for their design (Y2) ➤ Start to think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➤ Begin to develop their ideas through talk and drawings. Make simple templates and mock ups of their design with support. (Y1/2) ➤ Discuss their work as it progresses (Y1/2) 		<ul style="list-style-type: none"> ➤ Begin to draw on their own experience and past learning to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➤ Continue to develop understanding of how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object, give reasons for ideas (Y2) ➤ Suggest ideas and talk about what they are going to do and why (Y1) Identify a purpose for their design and discuss their choices (Y2) ➤ Start to think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➤ Begin to develop their ideas through talk and drawings. Make simple templates and mock ups of their design with support. (Y1/2) ➤ Discuss what is going well or what they might need to change in their design (y1/2) how they can modify it to make it work if the design isn't working 		<ul style="list-style-type: none"> ➤ Draw on their own experience to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➤ Talk about how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object and give reasons (Y2) ➤ Suggest ideas and talk about what they are going to do and how they are going to do it (Y1) Identify a purpose for their design and why they think it will work- materials used etc. (Y2) ➤ Think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➤ Develop their ideas through talk and drawings. Make templates and mock ups of their design with increasing independence (Y1/2) ➤ Plan their design carefully (Y2)

<p>Working with tools and equipment and components to make quality products</p> <p>Evaluating processes and products</p> <p>Food and Nutrition</p>	<ul style="list-style-type: none"> ➤ Begin to create and design using simple and appropriate techniques (Y1) selecting tools and materials and using some correct vocabulary to describe them (Y2) ➤ Begin to build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➤ Explore mechanisms, levers and pulleys in everyday toys and objects. ➤ With support, measure and cut out a range of materials. Using scissors safely (Y1). ➤ Learn how to use a range of hand tools safely (Y2) ➤ Start to assemble, join and combine materials and components together in a variety of ways (Y1/2) ➤ Start to use simple finishing techniques to improve the appearance of their product (Y1/2) <ul style="list-style-type: none"> ➤ Start to evaluate their product (house) (Y1) against their design criteria (Y2) ➤ Look at existing products and discuss how they work (Y1) discuss what they like/dislike (Y2) ➤ Start to evaluate their products (Y1) ➤ Start to talk about their ideas and designs (Y2) <ul style="list-style-type: none"> ➤ Start to understand that all food comes from plants/animals (Y1/2) ➤ Explore how we get food (grow/farm/process etc) (Y1) ➤ Start to sort food into groups (Y1) ➤ Talk about healthy/unhealthy foods (Y1) ➤ Start to prepare simple dishes- thinking about hygiene. (Y1/2) <p>Link to how food was prepared in the past- similarities and differences</p>	<ul style="list-style-type: none"> ➤ Create and design using simple and appropriate techniques (Y1) selecting tools and materials and using growing vocabulary to describe them (Y2) ➤ Build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➤ With increasing independence- measure and cut out a range of materials. Using scissors safely and accurately (Y1). ➤ Learn how to use a range of hand tools safely and accurately (Y2) ➤ Assemble, join and combine materials and components together in a variety of ways (Y1) with increasing accuracy (Y2) ➤ Use simple finishing techniques to improve the appearance of their product (Y1) based on own ideas (Y2) <ul style="list-style-type: none"> ➤ Start to evaluate their product (rocket) by talking about how it works in relation to purpose (Y1) against their design criteria, stating how it might need to be altered to make it better (Y2) ➤ Discuss existing products and talk about how they are suitable for purpose (Y1) Discussing preferences and giving reasons for likes and dislikes (Y2) ➤ Evaluate their products as they are developed look at strengths and changes that they might make (Y1) ➤ Talk about the best/worst thing about their design- giving reasons (Y2) <ul style="list-style-type: none"> ➤ Understand that all food comes from plants/animals (Y1/2) (link dinosaurs carnivore/herbivore et) ➤ Talk about how we get food (grow/farm/process etc) (Y1) ➤ Start to learn about the 5 food groups (Y1) ➤ Start to think about 5 a day- fruit and veg (Y1) Discuss (Y2) ➤ Learn how to use techniques- chopping/grating/peeling etc (Y1/2) 	<ul style="list-style-type: none"> ➤ Create and design using simple and appropriate techniques (Y1) selecting tools and materials and using growing vocabulary to describe them (Y2) ➤ Build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➤ With increasing independence- measure and cut out a range of materials. Using scissors safely and accurately (Y1). ➤ Learn how to use a range of hand tools safely and accurately (Y2) ➤ Assemble, join and combine materials and components together in a variety of ways (Y1) with increasing accuracy (Y2) ➤ Use simple finishing techniques to improve the appearance of their product (Y1) based on own ideas (Y2) <ul style="list-style-type: none"> ➤ Evaluate their product (boat/lighthouse), saying what went well, what could be improved to make it better for purpose, changing things and modifying as they go along (Y1) adapting and modifying as they work and discussing/ recording changes (Y2) ➤ Discuss existing products and talk about how they are suitable for purpose (Y1) Giving reasons and ideas that might improve them (Y2) ➤ Evaluate their products more critically, looking at how they can be improved (Y1) ➤ Confidently and critically discuss their designs and give constructive feedback to peers about their ideas and products (Y2) <ul style="list-style-type: none"> ➤ Talk about where all food comes from (plants/animals) (Y1) discuss (Y2) ➤ Know how we get food (grow/farm/process etc) (Y1) ➤ Sort food into the 5 food groups (Y1) ➤ Name different fruit/veg and sort (Y1) know everyone should eat 5 a day and why (Y2)- EAT WELL PLATE. ➤ Prepare a growing range of dishes carefully- wit/out heat- talk about how/why we do things a certain way (Y1/2) <p>Talk about why sailors who did not get 5 a day suffered disease.</p>	
<p>Art & Design</p>	<p>Portraits Printing Painting – colour mixing</p>	<p>Still life, observational drawing Arcimboldo</p>	<p>Pencils, charcoal, Light and shade Painting</p>	<p>Pastels Observational drawing Klee Sciele</p>
<p>Painting/pencils/pastels/chalk</p>	<ul style="list-style-type: none"> ➤ Tools and techniques, free painting, powder paints. Different size brushes etc. ➤ Colours- primary, secondary (Y2) colour mixing, shades and tones ➤ Mixing colours to paint artefacts- exploring (Y1) achieving 	<ul style="list-style-type: none"> ➤ Types of paints- what is best for task? ➤ Exploring pencils- light/dark/shade- sketching 	<ul style="list-style-type: none"> ➤ Create texture to paint by adding sand etc ➤ Use tools to create different effects ➤ Using pastels and chalks to add effect 	

Printing Textiles Collage 3D Digital	desired result (Y2) ➤ Hard and soft materials for printing- looking at effects- painting food- fruit/vegetables and people ➤ Match and sort fabrics ➤ Pull, twist, plait etc ➤ Choose materials for a purpose- colour or texture- sort and discuss.(Y1) Give reasons for choices (Y2) ➤ Recycled models (Y2- follow designs) ➤ Create designs and pictures using art /graphics packages		➤ Using texture and rubbings to create backgrounds for space pictures etc. ➤ Cut out shapes using scissors ➤ Apply shapes, buttons etc by gluing (Y1) stitching (Y2) ➤ Collage, choosing appropriate fabric- colour/texture. Working alone and as groups to work at different scales. ➤ Space collage, rocket pictures, planets in papier mache. ➤ Create designs and pictures using art /graphics packages building on skills so far		➤ Over printing motifs onto country/garden scene scene- Link Handa etc ➤ Make cords, plaits, fabric collage plants/flowers ➤ Weaving- using different materials inside and outside- make sea/sand scenes for flowers/fruit- Link Handa ➤ Model using skills learned so far- choosing own materials and giving reasons for choices. ➤ Create designs and pictures using art /graphics packages, building on skills so far. Thinking about lines, shapes and colour.	
PSHE& Citizenship	Heathy diet, Hygiene, Keeping fit, Exercise		Working with others- link space race. Similarities and differences		Local people- Joseph Banks- contributing to society- education etc	
RE	Harvest/Sharing/Enormous Turnip/Seed and Sower	Christmas, Divali story	Chinese New Year/	Story of Easter		
Music	EYFS: Moving Patterns/ Harvest songs /Enormous turnip	EYFS: special people Yr1/2: Long and Short of It Christmas songs and Christmas play	EYFS – Chinese New Year/Working World Yr1/2:	Going Places – High and Low Yr1/2: Taking Off – exploring pitch	EYFS – Growth and Change – Loud and Quiet Yr1/2: What’s the score?	EYFS – Our senses Yr1/2: Rain Rain Go away!
English/topic Text ideas	Oliver’s Vegetables, Oliver’s Fruit Salad, Oliver’s Milkshake, The Very Hungry Caterpillar, The Tiger who came to Tea. Dear Zoo. Camille’s Sunflower, Titch, Ten tiny Seeds. Traditional Tales.	Jolly Postman, Jolly Christmas Postman. People Who Help Us	Here come the Aliens, Aliens love Underpants,		Belinda, Muddled up Farm, Jasper’s Beanstalk, Jack and the Beanstalk, The Enormous Turnip,	
English –SPAG	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary	
Year R	Phonics	Magic lines	Shared stories	CFFM	HFW/ topic vocab	
Year 1	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the	How words can combine to make sentences Joining words and joining sentences using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	

	meaning of verbs and adjectives (negation, <i>e.g. unkind</i> , or undoing, <i>e.g. untie the boat</i>)			marks to demarcate sentences Capital letters for names and for the personal pronoun I		
Year Group 2	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary	
	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding <i>e.g. whiteboard, superman</i>.</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes -er and -est in adjectives and the use of <i>-ly</i> to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (<i>e.g. she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (<i>e.g. the girl's name</i>)</p>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	