

Cycle B		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths (White Rose Hub)		Place Value Addition and Subtraction	Addition and Subtraction Geometry: Shape	Place Value (within 20) Addition and Subtraction (within 20) Money Multiplication and Division	Length and Height Mass, capacity, volume and temperature	Multiplication and Division Fractions Time	Statistics Time Position and Direction
English Focus	Poetry	Year 2 Adjective poetry	Spine poem	Weather poetry	Expanded noun phrase poetry	Verb poetry	Speech/adverb poetry
	Fiction	Year 1 Complete transcription blocks. Year 2 Setting description	Character Description A toy from the past.	Setting description	Character description	Story telling- traditional story	Story telling - dialogue
	Non-fiction	Non-chronological report-My school	Recount Letter/postcard from the past	Instructions- how to prepare for the weather.	Explanation text	Non-chronological report	Explanation text- science linked
Science		Everyday Materials <i>Pupils will distinguish between objects and the materials they are made from, understand that materials have different properties that help us describe and group them, investigate which materials are absorbent and which are waterproof through simple tests, and learn to record their findings using tables and pictograms.</i>		Animals Including Humans <i>Pupils will learn that all animals have offspring and go through lifecycle stages, understand that human body parts change with age, identify that animals need water, air, shelter and food to survive, recognise the importance of exercise for keeping fit and healthy, and understand why humans need to eat a balanced diet with the right amounts of different food types.</i>		Uses of everyday materials <i>Pupils will identify that everyday objects are made from materials with different properties, understand that materials have properties making them suitable for specific purposes, investigate how well different materials bounce and how solid objects can change shape through</i>	Animals, including humans <i>Pupils will learn that all animals have offspring and go through lifecycle stages, understand that human body parts change with age, identify that animals need water, air, shelter and food to survive, recognise the importance of exercise for keeping fit and healthy, and understand why</i>

					<i>squashing, bending, twisting and stretching, and learn that scientists keep things the same when planning experiments.</i>	<i>humans need to eat a balanced diet with the right amounts of different food types.</i>
History		What is History? <i>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.</i>		How have toys changed? <i>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</i>		How is school different in the past? <i>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</i>
Geography	Where am I? <i>Learning about maps by locating the countries of the UK and identifying features in the school grounds. Pupils use directional language to describe locations, create their own maps using symbols and reflect on how different places make them feel.</i>		What's the weather like? <i>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</i>		What's it like to live in Shanghai? <i>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-</i>	

					use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.	
Computing	What is a computer? <i>Exploring what a computer is by identifying different inputs and outputs and understanding how computers process information. Pupils investigate how computers are used in the wider world before designing their own computerised invention.</i>		Algorithms and debugging <i>Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.</i>	International space station <i>Exploring how astronauts survive on the International Space Station, including how data is collected, used and displayed through sensor systems and monitoring equipment. Pupils also consider habitable planets, how people live and work in space and how space exploration can benefit life on Earth.</i>	Scratch Jr <i>Exploring how programming blocks work using the app 'ScratchJr' and following a cycle of predict, test and review. Pupils apply their understanding by programming a familiar story and an animal animation, creating a musical instrument with recorded sounds and following an algorithm to record a joke.</i>	Online Safety <i>Investigating online safety, including what happens to information posted online, how to keep personal information private and how permission is given or denied in online spaces. Pupils apply their understanding by identifying safe online behaviours and making responsible choices about sharing information online.</i>
Music	Seaside: Dynamics <i>Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion. They vary dynamics to create contrasts between loud and soft sounds.</i>	Fairytales: Sound patterns <i>Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.</i>	Animals: Call and response <i>Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.</i>	Under the sea: Musical symbols <i>Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical symbols, translate visual cues into sound and use tuned percussion to represent the underwater world.</i>	Space: Contrasting dynamics <i>Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and use these examples to create their own compositions. They explore how loud and soft sounds can represent the unique characteristics of different planets.</i>	Myths and legends: Structure <i>Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. Pupils identify sections and sound patterns within the music before using voices and instruments to perform short musical phrases that help tell a story.</i>

Art	Expressive Painting <i>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life</i>		Simple Printmaking <i>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</i>		Be An Architect <i>Exploring architecture and creating architectural models.</i>	
Design and Technology		Structures: A chair for a bear <i>Investigating strong shapes and the properties of stiff and flexible materials by designing a chair inspired by the story 'There's a Bear on My Chair'. Pupils apply their understanding to build a suitable chair for the bear using appropriate materials and construction techniques.</i>		Textiles: Pouches <i>Developing basic sewing skills by learning how to create templates, cut fabric accurately and sew a running stitch. Pupils apply these techniques to design and make a simple pouch using fabric and hand-stitching methods.</i>		Mechanisms: Making a moving monster <i>Exploring pivot, lever and linkage mechanisms through designing a moving monster with mechanical parts. Pupils practise making linkages and experiment with different materials to create movement and bring their monster designs to life.</i>
P.E. Indoor	Fundamental Movement Skills <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking anddefending Perform dances using simple movement patterns.</i>	Ball Skills <i>Sending, receiving and dribbling with a ball.</i>	Fundamental Movement Skills <i>Balancing, throwing, catching skills which can be incorporated into different sporting scenarios.</i>	Dance: Animals <i>Use their body to express simple theme related shapes, movements and feelings. Remember and perform a simple sequence of movement</i>	Athletics <i>Jump in a variety of ways, Coordinate a run with a jump Discover and develop different styles of jumping Leap, jump and hop Jump in a variety of ways competently Add a short run up to my jump Throw with good technique Throw with a run up</i>	Gymnastics <i>I can create a sequence, linking the 5 basic balances and perform them individually and with a partner. Improve the travelling movements in our sequence. Improve the travelling movements in our sequence. Create a sequence on apparatus with a partner.</i>

P.E Outdoor	Fundamental Movement Skills <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.</i>	Object Control <i>Using their hands and feet, children will learn how to control different equipment effectively and use this to help them in a variety of games.</i>	Invasion Game Skills <i>Pupils will learn how to perform an effective underarm throw and use this in conjunction with invasion game tactics to outwit their opponent.</i>	Invasion Games Skills <i>Pupils will learn how to keep their head up while dodging opponents to create space. They will practice underarm throws and catches.</i>	Striking and Fielding <i>How to throw overarm at a target To roll a ball for my partner to chase and receive a thrown ball To strike a ball from a tee Simple tactics when striking and fielding</i>	Athletics <i>Jump in a variety of ways. Coordinate a run with a jump. Discover and develop different styles of jumping: Leap, jump and hop. Jump in a variety of ways competently. Add a short run up to my jump Throw with good technique. Throw with a run up</i>
R.E.	GOD – What do Christians believe God is like? <i>Pupils will learn that Christians believe in God who is loving, kind, fair, forgiving, and also Lord and King, discovering these beliefs through Bible stories like the parable of the Lost Son, and understanding how Christians show these beliefs through worship, saying sorry, and forgiving others.</i>	Incarnation – Why does Christmas matter to Christians? <i>Pupils will learn that Christians believe Jesus is God who was born as a baby in Bethlehem to bring good news, understanding how the nativity story shows Jesus was extraordinary and how Christians celebrate his birth during Advent and Christmas.</i>	Gospel – What is the good news that Jesus brings? <i>Pupils will learn that Christians believe Jesus brings good news for all people, including being loved by God and forgiven, and that Jesus is a friend to the poor and friendless, exploring how his teachings guide Christians to live rightly and show love through charity and forgiveness.</i>	SALVATION – Why does Easter matter to Christians? <i>Pupils will learn that Easter is very important in the Bible's 'big story', understanding that Christians believe Jesus rose again after his death, giving people hope of a new life, and exploring how Christians show these beliefs through Easter worship.</i>	What special times and people do Jewish people remember and celebrate? (Part A) <i>Pupils will learn how the mezuzah reminds Jewish people about God and how Shabbat is a special day of the week for Jewish people, exploring what Jewish people do to celebrate Shabbat and reflecting on the value of times of thanksgiving and remembrance.</i>	What special times and people do Jewish people remember and celebrate? (Part B) <i>Pupils will learn the story of Chanukah and what it shows Jewish people about God, understanding why Chanukah is a special time and why the Synagogue is a special place, while reflecting on the value of celebration, thanksgiving and remembrance.</i>

PSHE	What makes a good friend? <i>Pupils will learn how to make friends with others, recognise when they feel lonely and what to do about it, understand how people behave when being friendly and what makes a good friend, learn to resolve arguments in friendships, and know how to ask for help if a friendship makes them unhappy.</i>	What is bullying? <i>Pupils will learn how words and actions affect how people feel, how to ask for and give or deny permission regarding physical contact and respond if contact makes them uncomfortable or unsafe, why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond, and how to report bullying or hurtful behaviour (including online) to a trusted adult.</i>	What jobs do people do? <i>Pupils will learn how jobs help people earn money to pay for things they need and want, identify a range of different jobs in their community, understand how people have different strengths and interests that enable them to do different jobs, and describe how people use the internet and digital devices in their jobs and everyday life.</i>	What helps us to stay safe? <i>Pupils will learn how rules and restrictions help keep them safe (including road, fire, water safety and online), how to identify risky and potentially unsafe situations and take steps to avoid them, how to resist pressure to do something unsafe or uncomfortable including keeping secrets, how not everything online is true and people can pretend to be someone they're not, and how to tell a trusted adult if they are worried or scared.</i>	What can help us grow and stay healthy? <i>Pupils will learn that different things help their bodies be healthy (including food, drink, physical activity, sleep and rest), that eating and drinking too much sugar affects their health including dental health, how to be physically active and how much rest and sleep they need, that there are different ways to learn and play and when to take a break from screen-time, and how sunshine helps bodies grow and how to keep safe in the sun.</i>	How do we recognise our feelings? <i>Pupils will learn how to recognise, name and describe a range of feelings, what helps them feel good or better, how different experiences can bring about different feelings for different people (including loss, change and moving to a new class), how feelings affect people's bodies and behaviour, ways to manage big feelings and the importance of sharing feelings with someone they trust, and how to recognise when they need help with feelings and how to ask for it.</i>
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