

	YEAR ONE			YEAR TWO		
	Autumn	Spring	Summer	Autumn	Spring	Summer
UNIT TITLE	<u>SPLENDID SKIES</u> A study on seasonal changes and weather patterns	<u>BRIGHT LIGHTS, BIG CITY</u> A study on the UK, map work and The Great Fire of London	<u>MOON ZOOM</u> A study on significant people in Space History	<u>TOWERS, TUNNELS AND TURRETS</u> A study on significant engineers in history, castles, bridges and towers	<u>STREET DETECTIVES</u> A study on the local area	<u>LAND AHOY</u> A study on significant historical people; sea explorers. Seas, Oceans and Continents
READING TEXT	My friend the weather monster by Steve Smallman Chicken Licken by Vera Southgate Traditional Tales and Fairy Stories	Katie in London - James Mayhew Paddington at the Palace - Michael Bond	Beegu - Alexis Deacon Man on the Moon (A day in the life of Bob) - Simon Bartram	The Egg - M. P. Robertson	The three little pigs: an architectural tale by <b>Steven Guarnaccia</b>	Grace darling (Collins Big Cat Progress) - Anita Ganeri
PHONICS	Little Wandle Letters and Sounds Revised					
	Review Phase 3 / 4 and begin Phase 5	Phase 5	Phase 5	Phase 6	Phase 6	Phase 6
ENGLISH	<u>The Write Stuff by Jane Considine</u>  Writing to entertain: story, description, creative viewpoint from a traditional tale.  Writing to inform: informal letter, recount of the experience from a creative viewpoint, formal letter.			<u>The Write Stuff by Jane Considine</u>  Writing to entertain: story, description, creative viewpoint from a traditional tale.  Creative viewpoint from a story. Writing to inform: informal letter, recount diary, explanation text.		
	Handwriting: Kinetic Letters Spellings: Phase 3/4/5 spellings, Yr 1 Common Exception Words / HFW			Handwriting: Kinetic Letters Spellings: Phase 6 spellings, Yr 2 Common Exception Words / HFW		
MATHS	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Properties of Shape Number: Place Value (within 20)	Number: Place Value (within 20) Number: Place Value (within 50) Measure: Length, Height, Mass and Capacity Measure: Length, Height, Mass and Capacity Geometry: Properties of Shape	Number: Multiplication and Division Place Value (within 20) Number: Fractions Number: Fractions and Place Value (within 100) Measure: Money Measure: Time Geometry: Position and Direction	Number: Place Value Number: Addition and Subtraction Measure: Money	Measure: Length and Height Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Measure: Time Geometry: Properties of Shapes Measure: Mass, capacity and Temperature Statistics Consolidation and Problem Solving
SCIENCE	Seasonal Changes (physics)	'Animals, including humans - All about animals' (biology)	Everyday Materials - Exploring Everyday Materials 1 (chemistry)	Animals, including humans 1 - Growth' (biology)	'Living things and their habitats' (biology)	Plants (biology)

	'Animals, including humans - All about me' (biology)	Plants (biology)	Everyday Materials - Exploring Everyday Materials 2 (chemistry)	Animals, including humans 2 - Life cycles (biology)	'Living things and their habitats - Habitats around the world' (biology)	Uses of everyday materials' (chemistry)
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WIDER CURRICULUM						
<b>HISTORY</b>	<b>Changes within living memory</b> Toys - old and modern	<b>Changes beyond living memory</b> The Great Fire of London Transport over time	Ordering events in space history <b>Significant space explorers</b> Astronauts; Yuri Gagarin, Neil Armstrong	<b>Changes beyond living memory</b> Castles, Elizabeth I and II, Isambard Kingdom Brunel	<b>Changes within living memory</b> The history of our school. How has our local area and homes changed over time?	<b>Significant people</b> - Captain James Cook, Grace Darling.
Black History Month	<b>Significant Individual: Rosa Parks</b> Theme: <b>Fairness:</b> To understand that it is important to treat people fairly and why.			<b>Significant Individuals: Malorie Blackman, Bob Marley, The Specials, UB40 Soul II Soul, Sade, Estelle</b> Theme: <b>Culture and Art: Musicians and Authors</b>		
<b>GEOGRAPHY</b>	Seasonal and daily weather patterns. Map skills - using a globe Locating hot and cold countries.	Countries and capital cities of the UK Positional and directional language What is human and physical geography?	The World - Exploring satellite images of Earth Comparing the UK to Brazil,	Map work - Understanding why maps are useful, Locational Knowledge - famous towers, bridges, seven wonders of the world	Human and Physical Geography of the school and local area including environmental issues Compare and contrast with a non-European country.	Surrounding seas of the UK Name and locate the 5 oceans of the world Continents of the world What is a coast and where is our nearest coasts? Place Knowledge - Europe Directional language
<b>ART AND DESIGN</b>	<b>Sculpture</b>	<b>Painting and Printing</b>	<b>Drawing Techniques:</b>	<b>Sculpture</b>	<b>Drawing</b>	<b>Painting and Printing</b>
	Transient art	<b>Painting and printing</b> 'London through the eyes of Van Gogh'	'Street pop art'	Recyclable materials, being an architect	'Art in the heart of Blackheath'	Seascapes
<b>DESIGN AND TECHNOLOGY</b>	Understanding where food comes from Healthy eating <b>Cooking and nutrition:</b> fruit salad	<b>Designing, making and evaluating</b> strong structures.	<b>Mechanisms</b> - wheels and axels	Understanding where food comes from Healthy eating <b>Cooking and nutrition:</b> A healthy takeaway - seasonal salad	<b>Designing, making and evaluating</b> Strong and stable houses	<b>Materials:</b> puppets
<b>P.E</b>	Fitness and Dance	Gymnastics and Basketball	Athletics and Rounders	Fitness and Dance	Gymnastics and Basketball	Athletics and Rounders
	Keeping Fit and Healthy			Keeping Fit and Healthy		

COMPUTING	Floor robots and algorithms Ipad and drawing tools	Searching online Technology outside of school and 2D stop motion	Coding	Laptops and powerpoint presentations	Internet searching Bluetooth floor robots and debugging	Coding
MUSIC  Charanga English Music Model Scheme	<b><u>Unit 1: My Musical Heartbeat</u></b> Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat	<b><u>Unit 3: Exploring Sounds</u></b> Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies	<b><u>Unit 5: Having Fun with Improvisation</u></b> Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.	<b><u>Unit 1: Pulse, Rhythm and Pitch</u></b> Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together	<b><u>Unit 3: Inventing a Musical Story</u></b> Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.	<b><u>Unit 5: Exploring Improvisation</u></b> Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!
	<b><u>Unit 2: Dance, Sing and Play</u></b> Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.	<b><u>Unit 4: Learning to Listen</u></b> Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?	<b><u>Unit 6: Let's Perform Together!</u></b> Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year	<b><u>Unit 2: Playing in an Orchestra</u></b> Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?	<b><u>Unit 4: Recognising Different Sounds</u></b> When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?	<b><u>Unit 6: Our Big Concert Put on a big concert!</u></b> Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt
R.E	What do Christians believe God is like? (Christians)  Why does Christmas matter to Christians? How and why do we celebrate special times? (Christians)	Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh)  Why does Easter matter to Christian? (Christians)	Beginning to learn Sikhi: Part A Stories of the Sikh Gurus (Sikhs)  Beginning to learn Sikhi: Part B The Gurdwara, a place to belong (Sikhs)	Beginning to learn Islam: What can we learn from stories from the Prophet? (Muslims)  Beginning to learn Islam: What can we learn from Muslims in Sandwell? (Muslims)	Holy Places: where and how do Christians, Sikhs and Muslims worship? (Christians, Muslim, Sikh)  How and why are some books holy? Sacred words for Sikhs, Muslims and Christians. (Christian, Muslim, Sikh)	Questions that puzzle us  What is the 'good news' Christians believe Jesus brings? (Christians)

<p>RHE Main Scheme - Jigsaw</p>	<p><b>Being me in My World</b> - Feeling special and safe in class, recognize feeling of achievement, understand consequences.</p> <p><b>Celebrating Differences</b> Identify similarities and differences, tell you what a bully is, I know how to make new friends.</p>	<p><b>Dreams and Goals</b> - Set simple goals, tackle a new challenge and work well with a partner.</p> <p><b>Healthy Me</b> - Know the difference between healthy and unhealthy, know how to keep clean and healthy and that germs can cause diseases/illness and know how to keep safe when crossing the road.</p>	<p><b>Relationships</b> - Identify what being a good friend is, know appropriate ways of physical contact, know who can help me in my school community</p> <p><b>Changing Me</b> - Understand life cycles of animals and humans, explain what has changed in me since a baby and explain changes in my life.</p>	<p><b>Being me in My World</b> - Recognising when feel worried, make the class safe and fair and work cooperatively.</p> <p><b>Celebrating Differences</b> - Stereotypes about boys and girls, understanding bullying can be about difference, understanding it's OK to be different from other people.</p>	<p><b>Dreams and Goals</b> - Choose realistic goals, carry on trying and how to work well as a group</p> <p><b>Healthy Me</b> - Know what is needed to keep the body healthy, sort foods into the correct food groups and making healthy snacks.</p>	<p><b>Relationships</b> - Understand relationships with my family members, Identify some things which cause conflict with friends, recognize sometimes it good to keep a secret and sometimes it's not</p> <p><b>Changing Me</b> - explain process of growing from young to old, recognize differences between boys and girls and identify what we are looking forward to next year.</p>
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