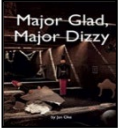


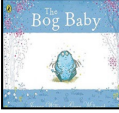

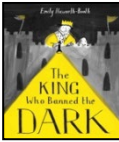


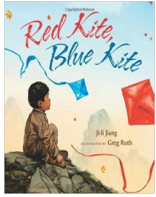


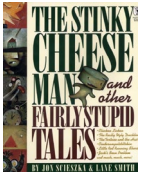
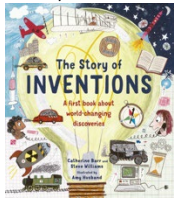
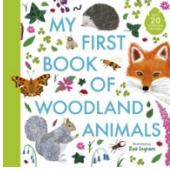
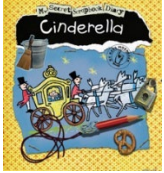


Class 2 Long Term Plan – Year A

Class 2 Long Term Plan – Year A													
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Fiction		Fiction Finding Story		Fiction: Circular Narrative		Fiction: Detective Narrative		Fiction: Finding Narrative		Fiction: Hunting Story		Fiction Banning Narrative
	Non-Fiction	Major Glad Major Dizzy (Year 1)	Non-Fiction Recount Messages	River (Year 2)	Non-Fiction Letters	Hermelin (Year 1)	Non-Fiction Letters	The Bog Baby (Year 2)	Non-Fiction: Instructions	The Last Wolf (Year 1)	Non-Fiction Recipes	The King Who Banned the Dark (Year 2)	Non-Fiction Letters
	Poetry			Poetry: Humorous Poems								Poetry: Monster Poems	
Phonics		<p><b>Week 1:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear</p> <p><b>Week 2:</b> air, er, s, es</p> <p><b>Week 3:</b> Phase 4 CVCC, CCVC, CCVCC, CCCVC</p> <p><b>Week 4:</b> ay, ou, oy, ea</p> <p><b>Week 5:</b> longer word review</p>		<p><b>Week 1:</b> ir, ie, ue, u</p> <p><b>Week 2:</b> o, l, a, e</p> <p><b>Week 3:</b> a-e, i-e, o-e, u-e</p> <p><b>Week 4:</b> e-e, ew, ie, aw</p> <p><b>Week 5:</b> grow the code – igh, ai, oa, ee, oo</p>		<p><b>Week 1:</b> y, ea, wh, oe, ou</p> <p><b>Week 2:</b> y, ow, g, ph</p> <p><b>Week 3:</b> le, al, c, ve</p> <p><b>Week 4:</b> o-e, o, ou, se, ce, ey</p> <p><b>Week 5:</b> u, ew, ue, u-e, ui, ou, oo, ea, e, e-e, ie, ey, y, ee, c, se, ce, ss, zz, ow, oe, ou, o-e, o, oa</p>		<p><b>Week 1:</b> or, u, are, au, aur, oor, al</p> <p><b>Week 2:</b> tch, ture, al, a</p> <p><b>Week 3:</b> a, ere, ear</p> <p><b>Week 4:</b> ear, wr, st, sc</p> <p><b>Week 5:</b> ch, ce, se, ze</p>		<p><b>Week 1:</b> ay, a-e, ea, e</p> <p><b>Week 2:</b> ie, i-e, o, o-e</p> <p><b>Week 3:</b> ue, ew, u-e, aw</p> <p><b>Week 4:</b> ea, ir, ou, oy</p> <p><b>Week 5:</b> l, a, ow, u</p> <p><b>Week 6:</b> ph, wh, ie, g</p>		<p><b>Week 1:</b> eigh, aigh, ey, ea, kn, gn, mb, ere, eer</p> <p><b>Week 2:</b> su, si, dge, y, ge</p> <p><b>Week 3:</b> ti, ssi, si, ci</p> <p><b>Week 4:</b> augh, our, oar, ore</p> <p><b>Week 5:</b> review</p>	



SPAG	<p><b>Build on previous year &amp; focus on:</b> Plural noun suffix –s</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using-and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops</p>	<p><b>Build on previous units &amp; focus on:</b> Use of the Suffixes –er &amp; –est in adjectives</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Sentence indicates its function as a statement and question.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns</p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s –es</p> <p>How prefix un – changes the meaning of verbs and adjectives</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops Question mark Exclamation mark</p>	<p><b>Build on previous units &amp; focus on:</b> Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p>Correct choice and consistent use of past and present tense throughout writing</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es</p> <p>Reinforce how prefix un – changes the meaning of verbs and adjectives</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so, but</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p> <p>Capital Letters for names and personal pronoun - I</p>	<p><b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding</p> <p>Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of Verbs</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>
	<p><b>Build on previous year &amp; focus on:</b> Plural noun suffix –s</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using-and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops</p>	<p><b>Build on previous units &amp; focus on:</b> Use of the Suffixes –er &amp; –est in adjectives</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Sentence indicates its function as a statement and question.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns</p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s –es</p> <p>How prefix un – changes the meaning of verbs and adjectives</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops Question mark Exclamation mark</p>	<p><b>Build on previous units &amp; focus on:</b> Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p>Correct choice and consistent use of past and present tense throughout writing</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es</p> <p>Reinforce how prefix un – changes the meaning of verbs and adjectives</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so, but</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark</p> <p>Capital Letters for names and personal pronoun - I</p>	<p><b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. –ness, –er and by compounding</p> <p>Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of Verbs</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>

Reading	Fiction	<p><b>Complexity of Plot/Symbol</b> Red Kite, Blue Kite Ji-Li Jiang</p> 	<p><b>Complexity of the Narrator</b> Fantastic Mr Fox Roald Dahl</p> 	<p><b>Archaic Text</b> The Little Prince Antoine De Saint-Exupéry</p> 	<p><b>Resistant Text</b> Mirror Jeannie Baker</p> 	<p><b>Archaic Texts</b> The Frog Prince Brothers Grimm</p> 	<p><b>Non-Linear Time Sequences</b> The Stinky Cheese Man and Other Fairly Stupid Tales - Jon Scieszka</p> 
	Non-Fiction	<p><b>Inform/Instruction Text</b> Lunch at 10 Pomegranate Street Felicitia Sala</p> 	<p><b>Letter</b> Dear Spookysaur Chae Strathie</p> 	<p><b>Explanation Text</b> The Story of Inventions Amy Husband</p> 	<p><b>Information Text</b> My First Book of Woodland Animals Zoe Ingram</p> 	<p><b>Diary</b> Cinderella: My Secret Scrapbook Diary Kees Moerbeek</p> 	<p><b>Information Text</b> A Climate in Chaos: and How You Can Help Neal Layton</p> 
	Poetry	<p><b>Complexity of Plot/Symbol</b> Scissors Allen Ahlberg</p>	<p><b>Archaic Text</b> Twas the Night Before Christmas Clement Clarke Moore</p>	<p><b>Complexity of Plot/Symbol</b> The Creature in The Classroom Jack Prelutsky</p>	<p><b>Archaic Text</b> The Frog Hilaire Belloc</p>	<p><b>Resistant Text</b> The Land of Bumbly Boo Spike Milligan</p>	<p><b>Archaic Text</b> Now We Are Six A. A. Milne</p>
Maths	Year 1	<p>Previous reception experiences and counting within 100</p> <p>Comparisons of quantities and part-whole relationships.</p>	<p>Comparisons of quantities and part-whole relationships.</p> <p>Numbers 0 to 5.</p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes.</p>	<p>Numbers to 10.</p> <p>Additive structures</p>	<p>Additive structures.</p> <p>Addition and subtraction fact within 10.</p>	<p>Number to 20.</p> <p>Unitising and coin recognition.</p>	<p>Unitising and coin recognition.</p> <p>Position and direction.</p> <p>Time.</p>
	Year 2	<p>Numbers 10 to 100.</p> <p>Calculations within 20.</p>	<p>Fluency add and subtract within 10.</p> <p>Addition and subtraction of two-digit numbers (1).</p> <p>Introduction to multiplication.</p>	<p>Introduction to multiplication.</p>	<p>Introduction to division structures.</p> <p>Shape.</p> <p>Addition and subtraction of two-digit numbers (2).</p>	<p>Addition and subtraction of two-digit numbers (2).</p> <p>Money.</p> <p>Fractions.</p>	<p>Time</p> <p>Position and Direction</p> <p>Multiplication and division – doubling, halving, quotative and partitive division.</p> <p>Sense of measure – capacity, volume, mass.</p>






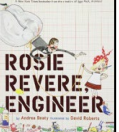


<b>Arithmetic</b>	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurements and statistics	Geometry
<b>Science</b>	Everyday Materials (Year 1)	Animals and Including Humans (Year 1)	Animals and Including Humans (Year 2)	Forces	Living Things and Habitats (Year 2)	Plants (Year 1)
	Everyday Materials (Year 2)	Seasonal Changes (Year 1)	Seasonal Changes (Year 1)	Electricity	Seasonal Changes (Year 1)	Plants (Year 2)
	Seasonal Changes (Year 1)					Seasonal Changes (Year 1)
<b>Computing</b>	<b>Computing systems and networks</b> Technology around us	<b>Programming</b> Moving a robot	<b>Creating media</b> Digital painting	<b>Data and information</b> Grouping data	<b>Programming</b> Introduction to animation	<b>Creating media</b> Digital writing
<b>Geography</b>	<b>Blacko</b> <b>Enquiry:</b> Where is my school within the UK?		<b>Weather</b> <b>Enquiry:</b> What is the weather like in the UK?		<b>Our World</b> <b>Enquiry:</b> How is our world connected?	
<b>History</b>	<b>Technology</b> <b>Enquiry:</b> How has technology changed in the lifetimes of my family?		<b>Significant People - Inventors</b> <b>Enquiry:</b> Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing		<b>Flight</b> <b>Enquiry:</b> How did the technology of flight change people's lives?	
<b>Art</b>	<b>Focus on:</b> Self Portraits <b>Artist link:</b> Pablo Picasso (1881 – 1973) <b>Medium:</b> Drawing – Pencil and coloured Pencils		<b>Focus on:</b> Expressionism <b>Artist link:</b> Jackson Pollock (1912 – 1956) <b>Medium:</b> Paint		<b>Focus on:</b> Repeating Patterns <b>Artist link:</b> Katharine Watson <b>Medium:</b> Printing with paint	
<b>DT</b>	<b>Textiles - Weaving</b>		<b>Mechanical Systems: Linkages</b>		<b>Food Technology: Preparing Fruits and Vegetables</b>	
<b>Music</b>	<b>Pulse and Rhythm</b> (All About Me)		<b>Musical Vocabulary</b> (Under the Sea)		<b>Timbre and Rhythmic Patterns</b> (Fairytale)	
	<b>Pitch and Tempo</b> (Superheroes)					
<b>PE</b>	Year 1 FMS – Overarm Throw	KS1 – Year 1 Dance, Robots	Year 2 – Games, Net and Wall	Year 1 – Gymnastics, Activities 1	Year 2 – Games, Striking and Fielding	KS1 – Year 1 athletics
<b>RE</b>	<b>Christianity (God)</b> <b>Enquiry:</b> Why do Christians say that God is a 'Father'?	<b>Christianity (Jesus)</b> <b>Enquiry:</b> Why is Jesus special to Christians?	<b>Islam</b> <b>Enquiry:</b> How might beliefs about creation affect the way people treat the world?	<b>Judaism</b> <b>Enquiry:</b> Why might some people put their trust in God?	<b>Hindu Dharma</b> <b>Enquiry:</b> What do Hindus believe about God?	<b>Christianity (Church)</b> <b>Enquiry:</b> How might some people show that they 'belong' to God?
<b>PSHE/RSE</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong
	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online






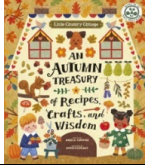




Be Respectful. Be Kind. Be Extraordinary

Class 2 Long Term Plan – Year B

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Fiction	 Rapunzel (Year 1)	Fiction Traditional Tale Narrative	 The Night Garden (Year 2)	Fiction: Setting Narrative	 Where the Wild Things Are (Year 1)	Fiction: Portal Narrative	 Grandpa's Island (Year 2)	Fiction: Return Narrative	 The Secret of Black Rock (Year 1)	Fiction: Return Story	 Rosie Revere Engineer (Year 2)	Fiction: Invention Narrative
	Non-Fiction		Non-Fiction Instructions		Non-Fiction: Dairy		Non-Fiction: Non- Chronological Report		Non-Fiction Information		Non-Fiction Postcards		Non-Fiction Explanation
	Poetry			Poetry: The Senses									Poetry: Humorous Poems
Phonics		<p><b>Week 1:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear</p> <p><b>Week 2:</b> air, er, s, es</p> <p><b>Week 3:</b> Phase 4 CVCC, CCVC, CCVCC, CCCVC</p> <p><b>Week 4:</b> ay, ou, oy, ea</p> <p><b>Week 5:</b> longer word review</p>		<p><b>Week 1:</b> ir, ie, ue, u</p> <p><b>Week 2:</b> o, l, a, e</p> <p><b>Week 3:</b> a-e, i-e, o-e, u-e</p> <p><b>Week 4:</b> e-e, ew, ie, aw</p> <p><b>Week 5:</b> grow the code – igh, ai, oa, ee, oo</p>		<p><b>Week 1:</b> y, ea, wh, oe, ou</p> <p><b>Week 2:</b> y, ow, g, ph</p> <p><b>Week 3:</b> le, al, c, ve</p> <p><b>Week 4:</b> o-e, o, ou, se, ce, ey</p> <p><b>Week 5:</b> u, ew, ue, u-e, ui, ou, oo, ea, e, e-e, ie, ey, y, ee, c, se, ce, ss, zz, ow, oe, ou, o-e, o, oa</p>		<p><b>Week 1:</b> or, u, are, au, aur, oor, al</p> <p><b>Week 2:</b> tch, ture, al, a</p> <p><b>Week 3:</b> a, ere, ear</p> <p><b>Week 4:</b> ear, wr, st, sc</p> <p><b>Week 5:</b> ch, ce, se, ze</p>		<p><b>Week 1:</b> ay, a-e, ea, e</p> <p><b>Week 2:</b> ie, i-e, o, o-e</p> <p><b>Week 3:</b> ue, ew, u-e, aw</p> <p><b>Week 4:</b> ea, ir, ou, oy</p> <p><b>Week 5:</b> l, a, ow, u</p> <p><b>Week 6:</b> ph, wh, ie, g</p>		<p><b>Week 1:</b> eigh, aigh, ey, ea, kn, gn, mb, ere, eer</p> <p><b>Week 2:</b> su, si, dge, y, ge</p> <p><b>Week 3:</b> ti, ssi, si, ci</p> <p><b>Week 4:</b> augh, our, oar, ore</p> <p><b>Week 5:</b> review</p>	



<p style="text-align: center;"><b>SPAG</b></p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es Suffix added to verbs -er</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using-and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops</p>	<p><b>Build on previous year &amp; focus on:</b> Use of the suffix -ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) Co-ordination (or, and, but)</p> <p>Sentence indicates its function as a statement, question and command.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Commas to separate items in a list</p>	<p><b>Build on previous units &amp; focus on:</b> Suffix added to verbs -ing ed er</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using-and, because, so, but</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Capital letters Full Stops Question mark Exclamation mark</p> <p>Capital Letters for names and personal pronoun - I</p>	<p><b>Build on previous units &amp; focus on:</b> Use of the Suffixes -er &amp; -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) Co-ordination (or, and, but)</p> <p>Sentence indicates its function as a statement, question, command, and exclamation</p> <p>Expanded Noun Phrases for description and specification</p> <p>Correct choice and consistent use of past and present tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p>	<p><b>Build on previous units &amp; focus on:</b> Reinforce plural noun suffix -s -es Suffix added to verbs - ed</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using-and, because, so, but</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces Capital letters</p> <p>Full Stops Question mark Exclamation mark</p>	<p><b>Build on previous units &amp; focus on:</b> Formation of nouns using suffixes e.g. -ness, -er and by compounding</p> <p>Use of the Suffixes -er &amp; -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Sentence indicates its function as a statement, question, command and exclamation.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of Verbs</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>
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Reading	Fiction	<p><b>Archaic Texts</b> The Magic Faraway Tree Enid Blyton</p> 	<p><b>Complexity of the Narrator</b> The Three Little Wolves and the Big Bad Pig Eugene Trivizas</p> 	<p><b>Resistant Text</b> Lost and Found Oliver Jeffers</p> 	<p><b>Non-Linear Time Sequences</b> When the Rain Comes Tom Pow</p> 	<p><b>Complexity of the Narrator</b> The Day the Crayons Quit Drew Daywalt</p> 	<p><b>Complexity of Plot/Symbol</b> The Building Boy Ross Montgomery</p> 
	Non-Fiction	<p><b>Inform/Instruction Text</b> A Little Country Cottage: An Autumn Treasury Angela Ferraro Fanning</p> 	<p><b>Diary</b> The Gunpowder Plot Robin Twiddy</p> 	<p><b>Information Text</b> The Big Book of Blooms Yuval Zommer</p> 	<p><b>Explanation Text</b> Maps of the UK Rachel Dixon &amp; Ms Livi Gosling</p> 	<p><b>Letter</b> Dragon Post Emma Yarlet</p> 	<p><b>Information Text</b> My Big Book of Outdoors Tim Hopgoog</p> 
	Poetry	<p><b>Archaic Text</b> The Three Little Kittens Eliza Lee Follen</p>	<p><b>Complexity of Plot/Symbol</b> I Do not Mind You Winter Wind Jack Prelutsky</p>	<p><b>Archaic Text</b> The More It Snows A. A. Milne</p>	<p><b>Complexity of Plot/Symbol</b> Please, Mrs Bulter! Allen Ahlberg</p>	<p><b>Resistant Text</b> Ning Nang Nong Spike Milligan</p>	<p><b>Archaic Text</b> Who Has Seen the Wind Christina Rossetti</p>
Maths	Year 1	<p>Previous reception experiences and counting within 100</p> <p>Comparisons of quantities and part-whole relationships.</p>	<p>Comparisons of quantities and part-whole relationships.</p> <p>Numbers 0 to 5.</p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes.</p>	<p>Numbers to 10.</p> <p>Additive structures</p>	<p>Additive structures.</p> <p>Addition and subtraction fact within 10.</p>	<p>Number to 20.</p> <p>Unitising and coin recognition.</p>	<p>Unitising and coin recognition.</p> <p>Position and direction.</p> <p>Time.</p>
	Year 2	<p>.Numbers 10 to 100.</p> <p>Calculations within 20.</p>	<p>Fluency add and subtract within 10.</p> <p>Addition and subtraction of two-digit numbers (1).</p> <p>Introduction to multiplication.</p>	<p>Introduction to multiplication.</p>	<p>Introduction to division structures.</p> <p>Shape.</p> <p>Addition and subtraction of two-digit numbers (2).</p>	<p>Addition and subtraction of two-digit numbers (2).</p> <p>Money.</p> <p>Fractions.</p>	<p>Time</p> <p>Position and Direction</p> <p>Multiplication and division – doubling, halving, quotative and partitive division.</p> <p>Sense of measure – capacity, volume, mass.</p>



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<b>Arithmetic</b>	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurements and statistics	Geometry	
<b>Science</b>	Everyday Materials (Year 1) Use of Everyday Materials (Year 2) Seasonal Changes (Year 1)	Animals and Including Humans (Year 1) Seasonal Changes (Year 1)	Animals and Including Humans (Year 2) Seasonal Changes (Year 1)	Sound Light	Living Things and Habitats (Year 2) Seasonal Changes (Year 1)	Plants (Year 1) Plants (Year 2) Seasonal Changes (Year 1)	
<b>Computing</b>	<b>Computing systems and networks</b> IT around us	<b>Programming</b> Robot algorithms	<b>Creating media</b> Making music	<b>Data and information</b> Pictograms	<b>Data and information</b> Pictograms	<b>Programming</b> Introduction to quizzes	
<b>Geography</b>	<b>Barrowford</b> <b>Enquiry:</b> What makes my local area special?		<b>The UK</b> <b>Enquiry:</b> Where are other people in the UK?		<b>Comparison Study</b> <b>Enquiry:</b> What are the similarities and differences between Barrowford and Dorchester, Maryland US?		
<b>History</b>	<b>Industry</b> <b>Enquiry:</b> Why was cotton important for Lancashire and specifically our local area?		<b>Significant People – Inventors in Industry</b> <b>Enquiry:</b> Compare the lives and works of two British inventors: James Hargreaves (1720-1778) and Richard Arkwright (1732-1792)		<b>Significant People – Reign</b> <b>Enquiry:</b> Why was Queen Victoria’s reign important in world history? (r. 1837-1901) (Life: 1819-1901)		
<b>Art</b>	<b>Focus on:</b> Abstract Art <b>Artist link:</b> Mark Rothko (1903 – 1970) <b>Medium:</b> Paint		<b>Focus on:</b> Drawing to record experiences <b>Artist link:</b> L. S. Lowry (1887 – 1976) <b>Medium:</b> Pencils and Charcoal		<b>Focus on:</b> Sculpture - Abstract 3D Sculpture <b>Artist link:</b> Dame Barbara Hepworth (1903 – 75) <b>Medium:</b> Salt dough		
<b>DT</b>	<b>Solid Structures:</b> Marble Run		<b>Mechanical Systems:</b> Wheels and Axles		<b>Food Technology:</b> Dips and Crudités		
<b>Music</b>	<b>African Call and Response Song</b> (Animals)		<b>Orchestral Instruments</b> (Traditional Stories)		<b>Musical Me</b>		<b>Myths and Legends</b>
<b>PE</b>	Year 1 FMS – Catching and Bouncing a Ball	KS1 – Year 2 Dance, Explorers	KS1 FMS Kicking Unit	Year 2 Gymnastics Activities 1	Year 2 Games – Piggy in the Middle	KS1 – Year 2 Athletics	
<b>RE</b>	<b>Christianity (God)</b> <b>Enquiry:</b> Does how we treat the world matter?	<b>Christianity (Jesus)</b> <b>Enquiry:</b> Why do Christians say Jesus is the ‘Light of the World’?	<b>Hindu Dharma Enquiry:</b> How might people express their devotion?	<b>Islam</b> <b>Enquiry:</b> Why do Muslims believe it is important to obey God?	<b>Christianity (Church)</b> <b>Enquiry:</b> What unites the Christian community?	<b>Judaism</b> <b>Enquiry:</b> What aspects of life really matter?	
<b>PSHE/RSE</b>	Making friends; feeling lonely and getting help  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour  Recognising things in common and differences; playing and working cooperatively; sharing opinions	What rules are; caring for others’ needs; looking after the environment  Using the internet and digital devices; communicating online	Using the internet and digital devices; communicating online  Strengths and interests; jobs in the community	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help  Growing older; naming body parts; moving class or year	Growing older; naming body parts; moving class or year  Safety in different environments; risk and safety at home; emergencies	





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