

Subjects:	Key Stage 1			
	Summer 1		Summer 2	
	<i>Communities</i>		<i>Create &amp; Perform</i>	
	Year 1	Year 2	Year 1	Year 2
	<i>Victorian Communities</i>	<i>Verwood and Mugurameno</i>	<i>Performance from around the world</i>	<i>The Circus</i>
Mathematics	<p><b>Number: Multiplication and Division</b> Count in multiples of twos, fives and tens, solve one step problems involving multiplication and division.</p> <p><b>Number: Fractions</b> Recognise, find and name a half and one quarter as one of two equal parts of an object, shape or quantity.</p> <p><b>Geometry: position and direction</b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><b>Geometry – Position and direction</b> Position and Direction Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects</p> <p><b>Measurement: Time</b> Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b>Length and height</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>	<p><b>Measurement: Money</b> To recognise and know the value of different denominations of coins and notes.</p> <p><b>Measurement: Weight and Volume</b> To compare, describe and solve practical problems for capacity and volume [for example, full or empty, more than, less than, half, half full, quarter]. To measure and begin to record mass/weight. To measure and begin to record capacity and volume.</p>	<p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Measurement: Mass, Capacity and Temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity</p>

English	<p><b>Non-Fiction:</b> To adopt the role of a Victorian child and write a diary entry in past tense.</p> <p><b>Sentences:</b> To join words and clauses using 'and'</p>	<p><b>Non Fiction</b></p> <p>Using Mugurameno, Zambia as out stimulus we write a diary entry of a day in the life of a child living in this place. We read about this locality and ask and answer questions about it.</p>	<p><b>Narrative:</b> Stories from different cultures</p> <p>Non-Fiction: Information texts</p>	<p><b>Fiction</b></p> <p>Following an imaginary disastrous visit to a circus we write letters of complaint to The Ring Master. We use The Sad Clown story to stimulate our writing and retell the story with our own ending.</p>
Science	<p><b>Everyday materials</b></p> <p>To distinguish between an object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Seasonal Changes</b></p> <p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Trees</b></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>To use observations and ideas to suggest answers to questions</p>
Geography		<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (Verwood) and of a small area in a contrasting non-European country (Mugarameno)</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>To identify key physical and human features</p> <p>To use world maps, atlases and globes to identify countries, continents and oceans</p>	<p><b>Creativity in the Continents</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>To use basic geographical vocabulary to refer to familiar features</p>	
History	<p><b>Victorian Time Capsule and inventors</b></p> <p>Events beyond living memory that is significant nationally or globally</p> <p>Lives of significant historical figures, including comparison of those from different periods</p>			<p>To use photographs to compare how the circus has changed and put events into chronological order</p>
Art & Design	<p><b>Victorian Still Life</b></p> <p><b>Georgia O'Keefe</b></p>	<p>To use a range of materials to design and make products</p>	<p><b>Indian and Aboriginal Art</b></p>	<p>Talk, draw, create templates and finally create our own circus puppets.</p>

	Use painting to develop and share their ideas, experiences and imagination. Develop techniques of colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists describing how they are similar and different and make links to their own work.	Use drawing to develop and share their ideas Develop techniques of colour and pattern. African T-shirts	To develop techniques of colour, pattern, texture, line, shape, form and space  To learn about the work of a range of craftsmen, describing how they are similar and different and make links to their own work.	
Computing	<b>We are Collectors!</b> To use the safe search engine to find websites giving information on the Victorians and save website in favourites. Search, save and group images.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Exploring Oddizzi – Using an e- learning resource – The Real World  To understand use of algorithms To test simple programs To communicate online safely & respectfully To recognise uses of IT outside of school	To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PE	<b>Outdoor Games with Ben Sainsbury</b> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.  <b>Gymnastics:</b> To use our bodies to make different shapes.	Practising running, jumping, throwing and catching skills for our sports event.	<b>Competitive Games</b>  To participate in team games, developing simple tactics for attacking and defending.	Participate in team games developing tactics for attacking and defending.
Dance		Perform simple African dance movements	<b>Rio Carnival</b>  To perform dances using simple movement patterns.	
Music		To compose minibeast sound effects for the introduction To sing a lively melody with a dotted rhythm So sing clearly articulated words set to a stepping-note melody	<b>The stories 'Rama and Sita' and 'Tiddalick'</b>  To play tuned and untuned instruments musically  To listen with concentration and understanding to a range of high-quality live and recorded music	To sing a rock style song incorporating delivering short phrases and rests confidently To perform the second spoken part, interacting with a sung line To sing confidently in another language

<p>RE</p>	<p><b>Precious Books – Christianity</b>  Learn about special books, both personal and religious, and hear a range of stories from them and talk about their meanings  To learn about at least one place of religious importance;  To learn some basic vocabulary used in a religious context</p>	<p>To know a story about salvation and say some things that people believe  To talk about what is important to themselves and to others with respect for their feelings.</p>	<p>The importance of home in Judaism.   What things are important to you?   Is everyone’s home and family the same?</p>	<p>To retell a Christian story and say some things that Christians believe.  To understand what some Christian symbols stand for.  To talk about what is important to those who have religious belief and compare them with their own beliefs.</p>
<p>PSHE</p>	<p><b>Living in the Wider World</b>  <i>Rights and responsibilities:</i> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p>	<p>To know about the skills necessary to contribute to the life of the classroom  To understand how group and class rules help us  To know about the responsibilities they have for others  To know about groups and communities that they belong to</p>	<p><b>Living in the Wider World</b>   Taking care of the environment – about what improves and harms their local, natural and built environments.   Money Matters – about where money comes from, what it is used for &amp; the role of money in their lives.</p>	<p>To know about what improves and harms their local, natural and built environments  To know about what money can be used for  To understand about the role of money in their lives</p>