

Our Core Values: Joy, Love, and Resilience.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Topic:</b></p> <p><b>Science, History and Geography</b></p>	<p><b>YR: This is me!</b></p> <p>What is special about me? Who is in my family? What do I enjoy doing? What am I good at? Can I name parts of my body?</p> <p><b>Books linked to the topic:</b> Super Duper You! By Sophie Henn The Feelings Book by Todd Parr The Everywhere Bear by Julia Donaldson</p> <p><b>KS1: Our local area</b></p> <p>Where do I live and how does it compare to towns and cities? What is the battle of Naseby? What is Northampton famous for?</p>	<p><b>YR: Polly put the kettle on!</b></p> <p>What is my favourite nursery rhyme? What is the past? Who is in my family tree? How can I find out about the past?</p> <p><b>Books linked to the topic:</b> Peepo! By Janet and Allan Ahlberg How to wash a woolly mammoth by Michelle Robinson and Kate Hindley</p> <p><b>KS1: Why do we wear poppies?</b></p> <p>What is remembrance day? Why do we remember wars? Which countries were affected by the war?</p>	<p><b>YR: Rocket to the moon!</b></p> <p>Which planet are we on? Are there other planets than our own? Has anyone ever been to space? What is gravity?</p> <p><b>Books linked to the topic:</b> Look Up! By Nathan Bryon Beegu by Alexis Deacon Man on the Moon By Simon Bartram</p> <p><b>KS1: Iceberg ahead!</b></p> <p>What was the titanic? Why is it so special? Did everyone have the same experience? Where was the titanic sailing to and from?</p>	<p><b>YR: If you go into the woods today...</b></p> <p>How do plants grow? What do plants need to survive? Which animals live in our local area?</p> <p><b>Books linked to the topic:</b> The Tiny Seed by Eric Carle The Gruffalo by Julia Donaldson We're going on a bear hunt! By Michael Rosen and Helen Oxenbury</p> <p><b>KS1: Green fingers</b></p> <p>What is the difference between living and non-living? What is the life-cycle of a plant?</p>	<p><b>YR: Bread and Butter Pudding</b></p> <p>Where is London? How is it different to Naseby? How has London changed since the 17<sup>th</sup> century?</p> <p><b>Books linked to the topic:</b> The Queen's Hat by Steve Anthony Toby and the great fire of London by Margaret Nash and Jane Cope</p> <p><b>KS1: London's burning!</b></p> <p>How do we know what happened during the great fire of London? How did the fire start? Where is London?</p>	<p><b>YR: Kangaroo hop!</b></p> <p>Where is Australia? Which animals live in Australia? What is Australia like? Why couldn't a kangaroo live in the UK?</p> <p>Dingo Dog and the Billabong Storm by Andrew Fusek Peters Diary of a wombat by Jackie French</p> <p><b>KS1: Down under!</b></p> <p>How is Australia different to the UK? Who are the indigenous people of Australia? How are their lives different to ours?</p>

	<p><b>Books linked to the topic:</b> In Every House on Every Street by Jess Hitchman and Lili La Beleine The Queen's Handbag by Steve Anthony</p>	<p>What was life like during WW1? <b>Books linked to the topic:</b> Where the poppies now grow by Michael Morpurgo Archie's War by Marcia Williams</p>	<p>Why didn't the passengers take an aeroplane? <b>Books linked to the topic:</b> Samson's Titanic Journey by Lauren Graham  Kaspar Prince of Cats by Michael Morpurgo</p>	<p>What do plants need to survive? <b>Books linked to the topic:</b> Hansel and Gretel by Michael Morpurgo  Snail Trail by Ruth Brown</p>	<p>What are some of the landmarks of London? <b>Books linked to the topic:</b> Toby and the great fire of London by Margaret Nash and Jane Cope Vlad and the great fire of London by Kate Cunningham The Great Fire of London by Emma Adams</p>	<p><b>Books linked to the topic:</b> Diary of a wombat by Jackie French The koala who could by Rachel Bright There's an ouch in my pouch by Jeanne Willis</p>
<b>English:</b>	<p><b>Non-chronological report:</b> After learning about our local area and comparing it to towns and cities, KS1 will write a non-chronological report about our local area.</p>	<p><b>Letter:</b> KS1 will be writing a letter home detailing what they know about WW1. <b>Poetry:</b> Remembrance Day themed poetry.</p>	<p><b>Diary entry:</b> We will use the form of a diary entry to write about what we have learnt in our topics.</p>	<p><b>Instructions:</b> We will be writing instructions on how to plant a seed and how to care for it. <b>Poetry:</b> Woodland themed poetry.</p>	<p><b>Letter:</b> We will be writing letters detailing what we have learnt about the great fire of London. <b>Newspaper Report:</b> We will be reporting on the events of the great fire of London.</p>	<p><b>Non-chronological report:</b> We will be writing about the animals that live in Australia. <b>Narrative:</b> We will be innovating and writing our own story.</p>
<b>Grammar</b>	<p>Y2 – Write different forms of sentences (Statement, Questions, Command, Exclamation) Use punctuation taught so far – Re-cap of punctuation taught in year 1. Begin to use commas in lists Join sentences with 'and'. Use past and present tense correctly Use some features of standard English (I was/ they were/ he was/ you were/ It was/ We were)</p>		<p>Y2- Learn how to use present and past tenses correctly including the progressive form. Learn how to use coordination and subordination Begin to use exclamation marks more. Use conjunctions 'or' and 'that'. Use a range of connectives to make a compound sentence e.g. and, but, because, so. Use pronouns to avoid repetition. Start sentences different ways</p>		<p>Y2- Use a range of sentences Use a range of punctuation Use apostrophes for contracted forms and to show possession. Use or, and, but appropriately Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	

	<p>Y1- Capital letters , finger spaces and full stops</p> <ul style="list-style-type: none"> <li>• Adjectives – expanding noun phrases</li> <li>• Nouns</li> <li>• Joining words and clauses using and</li> <li>• Combining words to make sentences</li> <li>• Plurals s/es</li> </ul>		<p>Y1: Question marks and exclamation marks</p> <ul style="list-style-type: none"> <li>• Regular past and present tenses. Suffixes: ing/ed/er/est</li> <li>• Prefix un</li> <li>• Reading and spelling simple contractions</li> <li>• Their and there</li> </ul> <p>YR: Finger spaces and full stops and capital letters.</p>		<p>Use the present and past tenses correctly and consistently in their writing including the progressive form.</p> <p>Y1: Proper Nouns: Using capital letters for names of people, places, days of the week, months of the year and personal pronoun I.</p> <p>Matching sentence structure (word choices) for purpose, introducing clauses</p> <p>YR: Finger spaces, full stops and capital letters</p>	
<p><b>Maths</b></p> <p><b>White Rose Mixed Y1/2</b></p>	<p>Number: Place Value Addition and Subtraction</p>	<p>Number: Place Value Addition and Subtraction Multiplication Money</p> <p>Geometry: Shape</p>	<p>Number: Addition and subtraction Multiplication and Division</p> <p>Number: Place value</p>	<p>Year 2 Statistics, properties of shape Measurement: Length and Height</p> <p>Measurement: Weight, Volume, Mass, Capacity and Temperature</p>	<p>Number: Multiplication and division Fractions</p> <p>Geometry: Position and direction</p> <p>Number: place value</p>	<p>Measurement: Money and time</p>
<p><b>Handwriting</b></p>	<p>Y2- To be able to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul> <p>Y1- To be able to: R- To begin to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul>					
<p><b>R.E.</b></p>	<p>UC L2.4 Gospel What kind of world did Jesus want?</p>	<p>PD L2.10 How and why do people show their commitments</p>	<p>PD L2.8 What does it mean to be a Sikh in Britain today?</p>	<p>UC L2.2 What is it like to follow God?</p>	<p>UC L2.6 When Jesus left, what next?</p>	

		during the journey of life?				
<b>Computing</b>  <u>e-safety</u> : *To be Taught at the beginning of each new term  Think you know  Hector's World	Turning on computers, logging on and off. Interacting with software using a mouse and a touch screen device.  Recording and playing back sounds.  Using a stopwatch, Bee bot, pedometer and a digital camera to take pictures and videos.	Interacting with software.  Algorithms and debugging-Bee Bots.  Researching online	Movie making-stick man. Recording sound and images-making presentations.  Using a paint/art program.	Understanding space bar, caps lock, full stop.  Labelling a keyboard and knowing the position of keys.  Word processing and publishing.  Saving and reopening and printing a document.	Word processing and publishing.  Understanding how to change font, size, colour of text.  Inserting a picture, changing the size.  Researching online	Word processing and publishing. .  Using spellcheck.  Researching online
<b>Art</b>	Landscape images of local area	Design and create a poppy	Iceberg Art	Draw and label a plant	Landmarks of London	Aboriginal art
<b>Design Technology</b>	Design and make a shoe	Design and create a war medal	Design a boat that floats	Design and make a bird feeder	Design and create a 17 <sup>th</sup> century house	Design and make a rainmaker
<b>Music</b>	Begin to explore musical instruments and patterns	Popular WW1 music	Dramatic music and the effect it can have on the listener	Exploring timbre, tempo, and dynamics.	Exploring instruments and symbols.	Listen and appraise traditional Australian music.
<b>PSHE and Wellbeing</b> With SB	<b>Being my best</b>	<b>Respectful relationships/valuing differences</b>	<b>Growing and changing</b>	<b>Keeping myself safe</b>	<b>Rights and responsibilities</b>	<b>Growing and changing</b>
<b>P.E.</b>	Pace Setters Coach					