

**Class 1, Y1 and Y2**

YEAR A Key skills

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Me and My World</b>  <u>Skills and Knowledge Needed</u>                      Where is Oakridge in the UK?                       What is Oakridge like?                       Where is Stroud?                       What is it like?                       What are the similarities and differences between the two places?</p>	<p><b>Me and My World</b>  <u>Skills and Knowledge Needed</u>                      Where are we in the world?                       What foods help us to keep our body parts healthy? Do we live in a healthy world?</p>	<p><b>In my Imagination</b>  <u>Skills and Knowledge Needed</u>                       What was life like in Britain before the Romans arrived?                       How did the arrival of the Roman army affect the Celtic tribes?</p>	<p><b>In my Imagination</b>  <u>Skills and Knowledge Needed</u>                       Why was the Roman army so successful?                       Was it better for the Celts to collaborate, or resist the Romans?</p>	<p><b>Rumble in The Jungle</b>   <u>Key Skills and Knowledge Needed</u>                       How are animals and plants adapted to their habitats?                       What different types of animals live in the jungle?</p>	<p><b>Rumble in The Jungle</b>   <u>Skills and Knowledge Needed</u>   <b>What is Australia like and how does it differ from the U.K.?</b></p>
<b>Maths –.</b>	<p><b>Year 2 White Rose Overview:</b>                      Number: Place value                      Number: Addition and Subtraction                      Year 1 White Rose Overview:                      Number: Place Value (within 10)                      Number: Addition and Subtraction (within 10)                      Geometry: Shape                      Number: Place Value (within 20)</p>	<p><b>Year 2 White Rose Overview:</b>                      Measurement: Money                      Number: Multiplication and Division.                      Year 1 White Rose Overview:                      Number: Addition and Subtraction (within 10)                      Geometry: Shape                      Number: Place Value (within 20)</p>	<p><b>Year 2 White Rose Overview:</b>                      Number: Multiplication and Division                      Statistics.                      Geometry: Properties of Shape.                      Year 1 White Rose Overview:                      Number: Addition and Subtraction (within 20)                      Number: Place Value (within 50)                      (Multiples of 2, 5 and 10 to be included)</p>	<p><b>Year 2 White Rose Overview:</b>                      Position and Direction                      Problem Solving and Efficient Methods                      Year 1 White Rose Overview: Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)                      Number: Fractions                      Geometry: Position and Direction</p>	<p><b>Year 2 White Rose Overview:</b>                      Fractions                      Measurement: Length and Height                      Consolidation                      Year 1 White Rose Overview: Measurement: Length and Height                      Measurement: Weight and Volume</p>	<p><b>Year 2 White Rose Overview:</b>                      Measurement: Time                      Measurement: Mass, Capacity and Temperature Investigations                      Year 1 White Rose Overview: Number: Place Value (within 100)                      Measurement: Money, Time Consolidation</p>
<b>English</b>  <b>SPAG taught weekly</b>	<p>Genres:                      Recounts,                      Descriptions and fables</p>	<p>Genres:                      Instructions and reports</p>	<p>Genres:                      Myths and legends                      Character descriptions                      leaflets</p>	<p>Genres:                      Diaries                      Setting descriptions                      Explanations</p>	<p>Genres:                      Stories from other cultures                      Poetry.</p>	<p>Genres:                      Non-chronological report</p>

<b>Phonics taught daily</b>						
<b>Science</b>	<p>Animals including humans Identify, name, draw and label the parts of the human body and say which part of the body is associated to each sense. English Find out and describe the basic needs of animals, including humans for survival (water, food, air). PSHE</p>	<p><b>Animals Including Humans:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. PSHE Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene. PSHE Notice animals including humans have offspring which grow into adults. PSHE/History  Y3 – Light (covered in Y4 2022)</p>	<p><b>Everyday Materials:</b> Distinguish between an object and the material from which it is made. Identify and name a number of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <b>Working Scientifically:</b> Observing closely using simple equipment Performing simple tests Identifying and classifying. Using their observations and ideas to answer questions. Gathering and recording data to help in answering questions.  <b>Y3- Forces and magnets</b></p>	<p><b>Everyday Materials:</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Find out about people who have developed useful materials eg. Charles Macintosh and Edward Jenner  <b>Working Scientifically:</b> Observing closely using simple equipment Performing simple tests Identifying and classifying. Using their observations and ideas to answer questions. Gathering and recording data to help in answering questions.  <b>Y3 - Rocks</b></p>	<p><b>Animals Including Humans:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and compare their structure. (focus on farm and woodland animals as will be returned to). English, Forest School and Copegrove Farm visit. Identify and name a variety of common animals that are carnivores, omnivores and herbivores. English, Copsgrove, Forest School Notice that animals inc. humans have offspring which grow into adults. Find out about and describe the basic needs of animals inc. humans for survival (water food and air). Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name simple sources of food.  Y3-Plants</p>	<b>Animals including humans: continued</b>
<b>RE</b>	What is the Trinity?	Why does Christmas matter to Christians?	Who is Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the good news Christians believe Jesus brings?	What makes some places sacred to believers?
<b>PE</b>			Gymnastics Swimming			

<p><b>Computing</b></p>	<p><b>Online Safety</b> Use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. identify what things count as personal information. identify what is appropriate and inappropriate behaviour on the internet. agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. seek help from an adult when they see something that is unexpected or worrying. demonstrate how to safely open and close applications and log on and log off from websites. use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question,</p>	<p><b>Multimedia Text and Images: Word Processing/Computer Skills</b> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. add text strings, text boxes and show and hide objects and images, manipulating the features. use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. use applications and devices in order to communicate ideas, work, messages and demonstrate control. save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	<p><b>Coding and Programming: Skills</b> To understand what algorithms are, how they are implemented as programmes on digital devices, and that programmes execute by following precise and unambiguous instructions. Create, debug and use logical reasoning to predict the behaviour of simple programs. give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. control the nature of events: repeat, loops, single events and add and delete features. give a set of instructions to follow and predict what will happen; d improve/change their sequence of commands by debugging. use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p><b>Multimedia Text and Images:</b> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. add text strings, text boxes and show and hide objects and images, manipulating the features. use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. use applications and devices in order to communicate ideas, work, messages and demonstrate control. save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	<p><b>Coding and Programming: Programming Toys (BeeBots)</b> To understand what algorithms are, how they are implemented as programmes on digital devices, and that programmes execute by following precise and unambiguous instructions. Create, debug and use logical reasoning to predict the behaviour of simple programs. give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. control the nature of events: repeat, loops, single events and add and delete features. give a set of instructions to follow and predict what will happen; d improve/change their sequence of commands by debugging. use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p><b>Multimedia Text and Images: Using and applying skills</b> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. add text strings, text boxes and show and hide objects and images, manipulating the features. use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. use applications and devices in order to communicate ideas, work, messages and demonstrate control. save, retrieve and organise work. use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>
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	tell, safe, share, stranger, danger, internet.					
<b>Art</b>	<p><b>Printing</b> Use printing to develop and share their ideas, experiences and imagination Use a range of materials creatively to design and make products (wallpaper). Develop art and design techniques using colour, pattern and texture. <b>Maths repeating patterns</b> Learn about the work of the designer William Morris, and artists Paul Klee and Fiona Rae describing the differences and similarities between different printing disciplines, and making links to their own work.</p> <p><b>Drawing</b> Uses sketch books and pencils to draw trees/fruits Observe and draw shapes from observations Name, match and draw lines/marks from observations <b>Geography, D&amp;T</b></p>	<p><b>Collage</b> Use collage to develop and share their ideas, experiences and imagination Use a range of materials range of papers and card, fabric, natural and manmade found items creatively to design and make a moving picture in the style of Jeanne Baker. <b>Geography, D&amp;T</b> Develop collage techniques using colour, shape, pattern and texture.</p> <p><b>Drawing/Painting</b> Develop observational drawing skills. Look carefully at a work of art Henri Rousseaus’s Tiger in a Tropical Storm. Make observational drawings of leaves and tropical house plants  Learn about colour theory and painting techniques.</p>	<p><b>Painting and Sketching: - pattern and line.</b>  Using line and shape to create Chinese dragons. (oil pastels and string)  Colour mixing both watercolours and poster paints.  Create own watercolour dragon (Link to English ‘Tell Me A Dragon’)  Create class Chinese dragon – paint paper plates and attach paper streamers. (link to dance and music)</p>	<p><b>Textiles:</b> To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. show pattern by weaving. use a dyeing technique to alter a textile’s colour and pattern. decorate textiles to add colour and detail. use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. <b>Science</b></p>	<p>Circle art based on wheels. Kandinsky circles and colour mixing. Using chalks, bubbles and printing to create wheels/circles.</p>	<p>Art The Great Wave by Hokusai. Colour theory, warm and cold colours. Watercolour mixing to create shades of one colour. Perspective.  Boat and ship art. Using line.</p>
<b>Geography</b>	<b>Locational Knowledge:</b>	<b>Locational Knowledge:</b>	<b>Human and Physical Geography:</b>	<b>Locational Knowledge:</b>	<b>Human and Physical Geography</b>	<b>Human and Physical Geography</b>

	<p>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to physical features (wood, hill, soil, stream, valley, vegetation, season and weather) and human features of the local area (village, farm, house, shop, lane, road, stone walls, hedges)</p> <p><b>Geographical Skills and Fieldwork:</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the surrounding area Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Name and locate the worlds 7 continents and 5 oceans.</p> <p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying Oakridge in the UK and a small village in the amazon rainforest in Brazil.</p> <p><b>Human and Physical Geography:</b> Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to physical and human features.</p> <p><b>Geographical Skills and Fieldwork:</b> Use world maps, atlases and globes to locate the world's 7 continents and 5 oceans.</p>	<p>Building on previous knowledge of local physical and human features. Discuss features that may be attractive to dragons eg caves in local area which are human features as a result of extracting local stone.</p>	<p>Build on existing knowledge of the countries and capital cities of the UK and explore the castles in each capital city.</p> <p><b>Human and Physical Geography:</b> Building on previous knowledge of local physical features become familiar with the geographical physical features: hill, sea, river, cliff.</p> <p><b>Geographical Skills and Fieldwork:</b> Building on previous experience of making a map of a farm devise a simple map of Berkley Castle and use and construct a simple key. Then move around the map using compass points.</p> <p>History</p>	<p>Mapping of IKB train tracks in U.K. Comparing human and physical features you would see on a train journey.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and key places associated with IKB</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geography</p> <p>Use world maps, atlases and globes to identify the United Kingdom and key places associated with IKB Where did the SS Great Britain sail to? Looking at seaside locations; Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river. Key human features; including port, harbour.</p>
<p><b>History</b></p>		<p><b>Historical Interpretation:</b> Start to compare two versions of a past event – The Gun Powder Plot</p>		<p><b>Historical Interpretation:</b> Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p><b>Historical Interpretation:</b> Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p><b>Historical Interpretation:</b> Observe and use pictures, photographs and artefacts to find out about the past.</p>

		<p>Observe and use pictures, photographs, and artefacts to find out about the past.</p> <p><b>Historical Enquiry:</b> Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p><b>Chronological Understanding:</b> Order dates from earliest to latest on simple timelines Use words and phrases to show the passing of time such as old, new, earliest, latest, past, present, new, newest, old, oldest, modern, before, after.</p> <p><b>Knowledge and Understanding of Events, people and Changes in the Past:</b> Recognise simple similarities and differences in healthcare between the past and the present. Look at the life of Florence Nightingale. Identify similarities and differences between ways of life in different periods.</p>		<p>Start to use stories and accounts to distinguish between fact and fiction.</p> <p><b>Historical Enquiry:</b> Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p><b>Chronological Understanding:</b> Sequence events that have taken place at Berkley Castle between the time it was built and the present day. Order dates from earliest to latest on simple timelines Use words and phrases to show the passing of time.</p> <p><b>Knowledge and Understanding of Events, people and Changes in the Past:</b> To be able to identify the way of life of people in a medieval castle. Recognise why the Normans built castles, why the Battle of Hastings happened and how this resulted in the Norman conquest of Britain. To be able to identify with how people might have felt in the past what was it like to be a knight in the medieval period.</p>	<p>Start to use stories and accounts to distinguish between fact and fiction.</p> <p><b>Historical Enquiry:</b> Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p><b>Chronological Understanding:</b> Sequence events on the journey of Christopher Columbus and Neil Armstrong. Order dates from earliest to latest on simple timelines Use words and phrases to show the passing of time.</p> <p><b>Knowledge and Understanding of Events, people and Changes in the Past:</b> Learn about the lives of Christopher Columbus and Neil Armstrong in the past who have contributed to national and international achievements.</p> <p><b>Communicating Knowledge and understanding of History:</b> Show an understanding of historical terms eg. desert, mission, space, voyage, exploration, discovery, North Pole, maps, Apollo 11 Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. (story boards)</p>	<p>Start to use stories and accounts to distinguish between fact and fiction.</p> <p><b>Historical Enquiry:</b> Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p><b>Chronological Understanding:</b> Sequence development of communication methods Use words and phrases to show the passing of time.</p> <p><b>Knowledge and Understanding of Events, people and Changes in the Past:</b> Compare aspects of communication, identifying similarities and differences between different periods.</p> <p><b>Communicating Knowledge and understanding of History:</b> Talk, write and draw about things from the past.</p> <p>History</p> <p>Significant historical events, people and places in their own locality. IKBrunel.</p> <p>How have boats and ships changed over time? Chronology.</p> <p>Grace Darling- lives of significant individuals in the past.</p>
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<p><b>Design and Technology</b></p>	<p><b>Cooking and Nutrition:</b> Science, PSHE                  Use the basic principles of a healthy and varied diet to prepare dishes                  Understand where food comes from.                  Copegrove Farm Visit, Science, PSHE.  <b>Make:</b>                  Select from a range of tools and equipment to perform practical tasks (slicing, grating, snipping).                  Select from a wide range of materials and components including ingredients, according to their characteristics eg. yeast for bread, sugar</p>	<p><b>Mechanisms:</b> Art  <b>Design:</b>                  Design an appealing moving picture for a school display using Jeanne Baker’s art work as a stimulus. Art                  Generate, develop and communicate their ideas through talking, templates and mock ups.  <b>Make:</b>                  Select from and use a range of tools and equipment to perform practical tasks of cutting, shaping and joining                  Select from and use a wide range of materials and components including fabric, paper, card and found items, natural and manmade. Art  <b>Evaluate:</b>                  Explore and evaluate a range of existing products                  Evaluate their ideas and products against design criteria</p>	<p><b>Textiles:</b> Science  <b>Design:</b>                  Design a purposeful appealing purse to keep the newly hatched dragons warm based on design criteria.                  Generate, develop and model their ideas through talking, drawing, templates.  <b>Make:</b>                  Select from and use a range of tools and equipment to perform practical tasks of cutting, shaping using a pattern and joining textiles using a variety of techniques accurately as well as finishing with embellishments.                  Select from textiles and embellishments according to their functional properties and aesthetic qualities.  <b>Evaluate:</b>                  Investigate a range of existing purses and bags</p>	<p><b>Structures:</b> History/Science  <b>Design:</b>                  look at features of a medieval castle and use these as criteria to design a model castle to explain these features to another person                  Generate, develop and model their ideas through talking, drawing and mock ups.  <b>Make:</b>                  Select from and use a range of tools and equipment to perform practical tasks of cutting, shaping, joining and finishing.                  Select and use a wide range of materials and components including construction materials.  <b>Evaluate:</b>                  Explore and evaluate toy model castles</p>	<p>D.T.                  Technical knowledge Structures. bridges                  Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>D.T                  Explore and use mechanisms in their products. Design, Make and evaluate a boat.  <b>Structures:</b> History  <b>Design:</b>                  look at features of boats used by explorers.                  Generate, develop and model their ideas through talking, drawing and mock ups.  <b>Make:</b>                  Select from and use a range of tools and equipment to perform practical tasks of cutting, shaping, joining and finishing.                  Select and use a wide range of materials and components including construction materials.</p>



	<p>and vinegar for preserving.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products (different types of packaging and labels). Evaluate their ideas and products against design criteria.</p>	<p><b>Technical Knowledge:</b> Explore and use mechanisms – levers, sliders.</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical Knowledge:</b> Explore a range of textiles and their properties. Explore a range of ways of joining textiles gluing, stapling, sticking tapes, sewing, Science</p>	<p>Evaluate their own ideas and products against design criteria.</p> <p><b>Technical Knowledge:</b> Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms – hinges, wheels and axils to make a simple pulley.</p>		<p><b>Evaluate:</b> Explore and evaluate boats Evaluate their own ideas and products against design criteria.</p> <p><b>Technical Knowledge:</b> Build structures exploring how they can be made stronger, stiffer and more stable.</p>
<b>Music</b>	<p>Play tuned instrument (ukele) musically. To begin to play songs involving open strings. To learn repeated patterns involving crotchets and quavers. To learn rhythmic words for songs. To learn pulse beats 1-2-3-4, 1 and 3, 2 and 4  To add accompanying parts to songs eg “The Drunken Sailor”.</p>	<p>Play tuned instrument (ukele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble  A performance opportunity to parents.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play un-tuned instruments musically.</p>	<p>To listen with concentration and understanding to a range of high quality recorded music from the medieval period. To find out about medieval instruments. Explore how different instruments are played by plucking, banging and blowing. Explore volume and speed.  To compose rhythms. Compose a piece of music using simple notation. Read, play and improve their musical compositions. To perform as a group.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.  Learn rhythms and relate these to train rides.  Use their voices expressively and creatively by singing songs and speaking songs and chants,</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.  Use their voices expressively and creatively by singing songs and speaking songs and chants,  Sing Row your boat and add/change words and verses.  Listen with concentration and understanding to a range of high-quality live and recorded music. Debussy (link with art the great wave) Handel’s water music.</p>
<b>PHSE (from pink curriculum)</b>	<p>Healthy Me! All about me</p>	<p>Keeping safe (medicenes)</p>	<p>Friends and family</p>	<p>Kindness and anti-bullying.</p>	<p>Personal safety</p>	<p>People who help us. Emergency services Lifeguards, RNLI’</p>



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<b>British values</b>	The Local environment (respect)	School and class rules				