

	Geography/History	Art/DT	Music	ICT	PHSE	RE	PE	Science	Literacy	Maths
1	<b>Maps, continents, countries, and oceans.</b>  LO: To recognise and use simple picture maps to move around school.  LO: To look down on objects to make a map using own symbols. LO: To use locational and direction language to describe features of a map.  Explore maps using school.	<b>Sculpting</b>  LO: To discuss what we know about sculpting so far.  Think about the different types of sculpture we can think of.	LO: To recall and remember the English national anthem.  Link to our surroundings - listen and discuss.  Instrument games when specific words are spoken.	LO: To show an awareness of the range of devices and tools they encounter in daily life.  What do we know so far about technologies that we use?	Shropshire scheme - Social skills. L.O. to discuss feelings	<b>Easter and forgiveness</b>  LO: To understand times when I say sorry.  Discuss when we might say sorry - what does this mean?	<b>Hockey</b>  LO: To practice hitting a ball in a variety of ways. LO: To use rolling skills accurately.  Explore the idea of dribbling with a hockey stick and tennis ball.	<b>Living things and their habitats</b>  LO: To explore what is meant by living processes.  Introduction to the living processes - discussion.	LO: To recount the Christmas holidays.  <ul style="list-style-type: none"> <li>- Time conjunctions-chronological order.</li> <li>- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</li> </ul> Phonics - Unit 21 - ou/oy	<b>Place Value</b>  LO: To represent numbers to 50/100 through partitioning.  LO: To understand place value charts.  Y1 - Basic partitioning using tens and ones. Y2 - Partitioning in a variety of ways - developing understanding of makeup of numbers.
2	LO: To use world maps, atlases, and globes to identify the United Kingdom.  What do we know about maps already?  Explore the UK with different types of maps.	LO: To experiment with, construct and join recycled materials to make a junk bot.  Michelle Reader - who is she? What did she make her sculptures from?	LO: To remember the Welsh, Scottish and Irish national anthems.  Link to learning about countries that make up UK. Listen to each national anthem - discuss and instrument games.	LO: To show an awareness of the range of outputs to a computer.  Looking at each feature - what do they do?	Shropshire scheme - Social skills. L.O. To communicate effectively to a partner	LO: To understand times when I say sorry.  Role play scenarios.	LO: To hit a ball in a variety of ways. LO: To use rolling skills accurately.  Extend to dribbling between obstacles - cones.	LO: To explore and compare the differences between things that are living, dead and things that have never been alive.  Living or dead? - sorting activity with hoops.	LO: To write a letter home from Barnaby Bear about Great Britain.  <ul style="list-style-type: none"> <li>- Greetings/sign off</li> <li>- Letter structure</li> <li>- expanded noun phrases to describe and specify</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<b>Place value</b>  LO: To compare and order numbers to 50/100. LO: To consolidate partitioning into tens and ones.  Y1- Use knowledge of comparing and ordering from previous PV units. Y2 - To be secure using appropriate symbols and to problem solve.
3	LO: To use world maps, atlases, and globes to identify the countries of the United Kingdom.  LO: To explore using simple compass directions to describe places.  Introduce the idea of class and individual maps - Name and explore the countries within the UK - Barnaby Bear clips.	LO: To experiment with, construct and join recycled materials to make a junk bot.  Make junk bots.	LO: To respond physically when appraising music.  Look at how music makes people move - listen to different styles of music from UK and how people move - hall activity.	LO: To show an awareness of the range of outputs to a computer.  Looking at each feature - what do they do?	Shropshire scheme - Social skills. L.O. To communicate effectively to a partner	LO: To understand when Christians ask God for forgiveness.  Read: The Prodigal Son - discuss.	LO: To practice rolling with control.  LO: To explore tracking and stopping balls with consistence.  Practice passing to a partner - stopping the ball with a stick.	LO: To explore and compare the differences between things that are living, dead and things that have never been alive.  Dead or never alive? - sorting activity with hoops.	<ul style="list-style-type: none"> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- Commas to separate items in a list</li> </ul> Phonics - Unit 22 - ere/eer/are/ear Unit 23 - c/k/ck/ch	<b>Multiplication and Division</b>  LO: To make equal groups. LO: To add equal groups.  Y1 - To focus on practical aspects. Y2 - Using x symbol correctly and using pictures to answer questions.

4	<p>LO: To explore different continents and countries.</p> <p>Begin thinking about what countries and continents are.</p> <p>Looking at the different countries within Europe.</p>	<p>LO: To experiment with, construct and join recycled materials to make a junk bot.</p> <p>Make junk bots.</p>	<p>LO: To listen and identify different sound sources in Flamenco music.</p> <p>LO: To identify well defined music features.</p> <p>Listen for what can be found within this music.</p>	<p>LO: To show an awareness of the range of outputs to an iPad.</p> <p>Looking at each feature - what do they do?</p>	<p>Shropshire scheme - Social skills.</p> <p>L.O. To communicate feelings</p>	<p>LO: To understand when Christians ask God for forgiveness.</p> <p>Prodigal son activity - hot seating/role play.</p>	<p>LO: To roll, track and stop balls with control and consistence.</p> <p>LO: To show an awareness of space and the actions of others.</p> <p>Practice passing to a partner - stopping the ball with a stick.</p>	<p>LO: To identify that most living things live in habitats to which they are suited.</p> <p>What they are and what this means.</p>	<p>LO: To create a fact file for Europe.</p> <ul style="list-style-type: none"> <li>headings/subheadings</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>sentences with different forms: statement/question.</li> <li>expanded noun phrases to describe and specify</li> </ul>	<p><b>Multiplication and Division</b></p> <p>LO: To make and use arrays.</p> <p>LO: To explore making doubles.</p> <p>Y1 - Introduction to arrays.</p> <p>Y2 - consolidate and problem solve.</p>
5	<p>LO: To identify and name different continents and countries.</p> <p>Name a variety of countries within Europe with confidence. - adding to class and individual maps.</p>	<p>LO: To experiment with, construct and join natural materials in Forest school.</p> <p>Look at different examples of natural sculptures - recreate in Forest school.</p>	<p>LO: To explore different sound sources in Flamenco music.</p> <p>LO: To identify well defined music features.</p> <p>Use clapping hands and clicking fingers.</p>	<p>LO: To explore the how each output is used on a computer/iPad.</p> <p>Look at how we can use the features such as mouse/touch screen. How are they the same? Different?</p>	<p>Shropshire scheme - Social skills.</p> <p>L.O. To work with a partner</p>	<p>LO: To understand that there are special people.</p> <p>Introduce the idea of Jesus and his disciples.</p>	<p>LO: To explore and consider the way to score in hockey.</p> <p>Explore the idea of hitting the ball into the goal using control skills learnt.</p>	<p>LO: To identify and name a variety of plants and animals in their micro-habits.</p> <p>Mini beast hunt in FS.</p>	<p>Phonics -</p> <p>Unit 24 -</p> <p>C (e) /c (i)/ c (y)/sc/st</p> <p>Unit 25 g ( e)/ g (i)/ g (y)/dge</p>	<p><b>Multiplication and Division</b></p> <p>LO: To explore sharing equally.</p> <p>LO: To make equal groups by sharing/grouping.</p> <p>Y1 - Work practically.</p> <p>Y2 - Recap and consolidation of division.</p>
6	<p>LO: To identify and name different continents and countries.</p> <p>Name Asia on individual and class maps.</p>	<p>LO: To experiment with, construct and join natural materials in Forest school.</p> <p>Look at a different example of a natural sculptures - recreate in Forest school.</p>	<p>LO: To explore different sound sources in Chinese music.</p> <p>LO: To identify well defined music features.</p> <p>Listen to traditional Chinese music - explore using drums and cymbals.</p>	<p>LO: To plan a collaborative class email to another class/school.</p> <p>Introduce the idea of sending another class/school in trust and email.</p> <p>Discuss ideas of what this could look like - sending initial email to class/school about what we would like to share with them throughout this half term.</p>	<p>Shropshire scheme - Social skills.</p> <p>L.O. To communicate a message to my peers</p>	<p>LO: To understand that there are special people.</p> <p>Introduce the idea of Jesus and his disciples- thought bubbles and freeze frames?</p>	<p>LO: To show an awareness of simple tactics, and the way to score.</p> <p>Introduce the idea of passing and helping into the goal using skills learnt.</p>	<p>LO: To identify that most living things live in habitats to which they are suited.</p> <p>LO: To gather and record data to help in answering questions.</p> <p>Research - Rainforests</p>	<p>LO: To write a set of instructions for a Chinese dragon. - Chinese New Year link.</p> <ul style="list-style-type: none"> <li>Opening/closing statements</li> <li>Numbered steps.</li> <li>Imperatives</li> <li>sentences with different forms: statement/command.</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p>Phonics -</p> <p>Unit 26 - le/mb/kn/gn/wr</p>	<p><b>Multiplication and Division</b></p> <p>LO: To make equal groups by sharing/grouping.</p> <p>LO: To divide by 2,5 and 10.</p> <p>Y1 - To continue to work practically and consolidate making equal groups.</p> <p>Y2 - Extend to dividing by 2,5 and 10 - using times tables to help them.</p>
Half term										
1	<p>LO: To identify and name different continents and countries.</p>	<p>LO: To manipulate clay to make a simple coil pot.</p> <p>Discuss how we could create our</p>	<p>LO: To identify different sound sources in Bossa Nova music.</p> <p>LO: To identify well defined music features.</p>	<p>LO: To contribute ideas to collaborative class email.</p>	<p>Shropshire scheme - Social skills.</p> <p>Mental Health and Emotional Wellbeing - lesson 1, part 1</p>	<p>LO: To explore what we know about Easter already.</p>	<p>LO: To describe the basic rules of hockey.</p> <p>Discuss simple rules of the game and put simple</p>	<p>LO: To identify that most living things live in habitats to which they are suited.</p>	<p>LO: To write a setting description of the Mardi Gras festival.</p> <ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-</li> </ul>	<p><b>Shape</b></p> <p>LO: To explore 2D and 3D shapes and their properties.</p> <p>LO: To explore lines of symmetry.</p>



		own pots - pictures and planning.	Listen to Bossa Nova music and identify the instruments.	Form an email about what we have learnt about Mardi Gras.		Easter posters- what we know already.	skills together to form a game.	LO: To gather and record date to help in answering questions.  Research - Arctic	ordination (using or, and, or but) - expanded noun phrases to describe and specify - Correct choice and consistent use of present tense and past tense throughout writing - sentences with different forms: exclamation.	Y1 - Exploring using practical resources. Y2 - Focus on mathematical language of faces, sides and vertices.
2	LO: To name South America on individual and class maps.	LO: To manipulate clay to make a simple coil pot. LO: To understand the basic safety and care of materials and tools.  Discuss how to be safe with tools and make coil pots.	LO: To explore different sound sources in Bossa Nova music. LO: To identify well defined music features.  Use drums and claves? To explore Bossa Nova.		Shropshire scheme - Social skills. Mental Health and Emotional Wellbeing - lesson 1, part 2	LO: To understand that there are special times and people. LO: To share the Easter story.  Read the Easter story.	LO: To describe and practice implementing basic rules of hockey.  Children to feel more confident putting together the different rules for playing a game of hockey.	LO: To identify that most living things live in habitats to which they are suited.  LO: To gather and record date to help in answering questions.  Research - Deserts	Phonics - Unit 27 - Tch/ea/wa/o Phonics - assessment to identify gaps.	<b>Fractions</b>  LO: To find and recognise a half, quarter and third.  Y1 - Recognising each fraction within a variety of shapes and understanding the idea of equal parts.  Y2 - Introduction to thirds.
3	LO: To identify and name the different oceans. - link to Science ocean research.  Colour and label each different ocean.	LO: To manipulate clay to make a simple coil pot. LO: To understand the basic safety and care of materials and tools.  Finish making and painting coil pots.	LO: To identify different sound sources in West African music. LO: To identify well defined music features.  Listen to different West African music videos - what can we see and hear?	LO: To contribute ideas to collaborative class email.  Form an email about what we have learnt about Africa.	Shropshire scheme - Social skills. Mental Health and Emotional Wellbeing - lesson 2, part 1	LO: To share the Easter story.  Easter story activity.	LO: To play a simple game of hockey. LO: To show an awareness of team mates and opponents during games.  Playing simple games.	LO: To identify that most living things live in habitats to which they are suited.  LO: To gather and record date to help in answering questions.  Research - Oceans	LO: To write a story about Africa. - Time conjunctions - Simple speech - sentences with different forms: exclamation. - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	<b>Fractions</b>  LO: To find a half, quarter or third of an amount. LO: To explore unit and non unit fractions.  Y1 - To use practical resources to share into halves and quarters. Y2- Continue to thirds and to explore the idea of unit and non unit fractions.
4	LO: To identify and name different continents and countries.  Name Africa on individual and class maps.	LO: To explore clay relief tiles.  Look through different examples of tiles.	LO: To explore different sound sources in West African music. LO: To perform together and follow instructions that combine the musical elements. LO: To respond physically when performing and appraising music.  Banging on table - using drums? Faster/slower etc.		Shropshire scheme - Social skills. Mental Health and Emotional Wellbeing - lesson 2, part 2	LO: To discuss what we like and dislike about the Easter story.  Evaluate the story - discussion.	LO: To play a simple game of hockey. LO: To show an awareness of team mates and opponents during games.  Playing simple games.	LO: To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Discuss dependency and what this means.	Phonics - consolidation	<b>Measurement</b>  LO: To explore measurement of length and height.  Y1/2- To explore this using practical resources- including outside - forest school?
5	LO: To identify and name different continents and countries.  Name Australia on individual and class maps.	LO: To make clay relief tiles. LO: To understand the basic safety and care of materials and tools.	LO: To recall and remember short songs and sequences and patterns of sounds.	LO: To contribute ideas to collaborative class email.  Form an email about what we	Shropshire scheme - Social skills. Mental Health and Emotional Wellbeing - lesson 3, part 1	LO: To discuss when and how Easter is celebrated. LO: To understand that there are special times.	LO: To understand why playing games is good for us. LO: To describe how our bodies feel when playing games.	LO: To describe how animals obtain their food from plants and other animals.  Discuss simple food chains.	LO: To write a recount of a day in Australia. - Time conjunctions. - subordination (using when, if, that, or because) and co-	<b>Measurement</b>  LO: To compare and sort different heights and lengths.  Y1/2- To explore this using practical

		Create textured relief tiles - thinking about how we would use tools to manipulate the clay.	Listen to Tiddalik the frog song - discussions.	have learnt about Australia.		Can children make links to the story? What do they like/dislike?	Children to begin to evaluate how they feel when playing team games as well as why it is good for us.		<i>ordination (using or, and, or but)</i> - Correct choice and consistent use of present tense and past tense throughout writing - develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	<i>resources- including outside - forest school?</i>
6	LO: To use world maps to identify the UK, other continents, and countries.  Bringing all knowledge together of continents, countries and oceans.  Large map style activities?	LO: To make and paint clay relief tiles. LO: To understand the basic safety and care of materials and tools.  Paint clay relief pots.	LO: To recall and remember short songs and sequences and patterns of sounds.  Learn the simple chorus to the song - speaking not singing.		Shropshire scheme - Social skills. Mental Health and Emotional Wellbeing - lesson 3, part 2	LO: To celebrate Easter.  Egg hunt? FS?	LO: To watch, describe and comment on what they have seen. LO: To focus on specific actions to improve own skills.  After playing small games - How might we improve our practice?	LO: To use the idea of a simple food chain.  Concertina books - food chain.	Phonics - consolidation	<b>Consolidation</b>  SOLO Challenges.