		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Year 1 and 2 Cycle A and B	In Read Write Inc lessons pupils will be taught to: • apply phonic knowledge and skills as the route to decode and spell words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read and spell accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read and spell common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read books to build up their fluency and confidence in word reading. • develop pleasure in reading and a motivation to read • participate in discussions about what is read to them, taking turns and listening to what others say and explaining clearly their understanding of what is read to them. • to develop handwriting skills, pupils will be taught to sit correctly at a table, holding a pencil comfortably and correctly.					
Additional English lessons	Cycle A and B	Comprehension Skills Y2 Text level writing Y1 Sentence level writing	Comprehension Skills Y2 Text level writing Y1 Sentence level writing	Comprehension Skills Y2 Text level writing Y1 Sentence level writing	Comprehension Skills Y2 Text level writing Y1 Text level writing	Comprehension Skills Y2 Text level writing Y1 Text level writing	Comprehension Skills Y2 Text level writing Y1 Text level writing
Maths	Cycle A and B	Number: Place Value x3 weeks Number: Addition and Subtraction x2 weeks	Number: Addition and Subtraction x2 weeks Geometry: 2D and 3D shapes x2 weeks	Measurement: Money x1 week Number: Multiplication and Division x2 weeks Number: Place Value x1 weeks Measurement: Length and Height x1 week Number: Multiplication and Division x1 week	Number: Multiplication and Division x1 week Measurement: Mass and Capacity x2 weeks Y2 Measurement: Temperature x1 week Y1 Consolidation x1 week Measurement: Time X2 weeks	Number: Fractions x2 weeks Y1 Geometry: Position and Direction x2 weeks Y1 Statistics x1 week Measures: Time x1 week	Number: Fractions x1 week Measurement: Money x2 weeks Geometry: 2D and 3D shapes x1 week Statistics: 1 week (Y2)
PE	Cycle B	Teacher – Health related exercise PE specialist - Games	Teacher – Health related exercise PE specialist - Dance	Teacher – Orienteering PE specialist - Gymnastics	Teacher – Orienteering PE specialist - Apparatus	Teacher – Multi-skills games PE specialist – Multi-skills games	Teacher – Multi-skills games PE specialist - Athletics
	Cycle A	Teacher – Health related exercise PE specialist - Games	Teacher – Health related exercise PE specialist - Dance	Teacher – Invictus PE specialist - Gymnastics	Teacher – Invictus PE specialist - Apparatus	Teacher – Striking and fielding PE specialist – Multi-skills games	Teacher – Striking and fielding PE specialist - Athletics
PHSE	Cycle A and B	Jigsaw 1 Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Jigsaw 2 Celebrating difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Jigsaw 3 Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Jigsaw 4 Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Jigsaw 5 Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Jigsaw 6 Changing me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

History	Cycle B		What are we remembering on Bonfire Night? Where and when did the Great Fire of London take place? To learn about events beyond living memory that are significant nationally or globally for example, the Great Fire of London. To study the lives of significant individuals in the past who have contributed to national and international achievements.	Which toys did our parents and grandparents play with? To study changes within living memory. To use common words and phrases relating to the passing of time.		Should we call Grace O'Malley a pirate? To learn about the lives of significant individuals in the past. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
	Cycle A	Why is the story of my locality significant? (Castles) To study significant historical events, people and places in their own locality. To use common words and phrases relating to the passing of time.			What does it take to be a great explorer? Neil Armstrong Amy Johnson Ernest Shackleton Captain Cook To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally.		What were seaside holidays like in the past? To study changes within living memory. To use common words and phrases relating to the passing of time.
Geography	Cycle B	What's in our school? To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To use aerial photographs and plan			What is the United Kingdom? To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		How is Madagascar different to where we live? To 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.

		perspectives to recognise landmarks and basic human and physical features.			To use world maps, atlases and globes to identify the United Kingdom and its countries.		To describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
	Cycle A		What's it like in Hucknall? To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To recognise landmarks and basic human and physical features. To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Where in the world are the hot and cold climates? To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To name and locate the world's seven continents and five oceans.		How is Skegness different to Hucknall? To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. To identify seasonal and daily weather patterns in the United Kingdom. To describe the location of features and routes on a map.	
DT	Cycle B		Christmas tree decorations		Animal puppets		Chocolate Lollipops Hanukkah - latkes
	Cycle A	Moon Buggies		Passport holder		Healthy fruit smoothie	
Computing	Cycle B	International Space Station: Data Handling Online Safety: 1 specific lesson each term but weekly reminders about how to stay safe online To understand that you can enter simple data into a spreadsheet.	Rodocodo: Programming To learn to write a program by using the walk, rotate and pick-up command to make the character move to a specific location. To learn that debugging is a necessary activity when programming and it is normal for programs to have bugs. The class will develop their debugging skills so they	Digital Imagery: Toys-Creating Media To understand that holding the camera still and considering angles and lights are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online.	Rodocodo: Programming To learn to write a program by using the walk, rotate and pick-up command to make the character move to a specific location. To learn that debugging is a necessary activity when programming and it is normal for programs to have bugs. The class will	Stop-Motion: Pirates-Creating Media To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its	Introduction to Data: Statistics: Data Handling-linking with year 2 maths. To know that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects.

		To understand what steps you need to take to create an algorithm, To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.	understand that there are systematic ways of finding and fixing bugs. To discover what loops are and learn how to use them to improve programmes. To learn what functions are and how to use them to develop pattern recognition skills in order to be able to use functions to write more sophisticated programs.		develop their debugging skills so they understand that there are systematic ways of finding and fixing bugs. To discover what loops are and learn how to use them to improve programmes. To learn what functions are and how to use them to develop pattern recognition skills in order to be able to use functions to write more sophisticated programs.	features e.g. onion skinning.	To know that computers understand different types of 'input'.
	Cycle A	What is a Computer?- Computing Systems and Networks Online Safety: 1 specific lesson each term but weekly reminders about how to stay safe online To know the difference between a desktop and laptop computer. To know that people control technology. To know some input devices that give a computer an instruction of what to do (output). To know that computers often work together.	Improving Mouse Skills: Computing Systems and Networks To know that 'log-in and log-out' means to begin and end a connection to a computer. To know that a computer and mouse can be used to clock, drag, fill and select and also add background, text, layers, shapes and clipart. To know that passwords are important for security.	Word Processing: Computing Systems and Networks To know that touch-typing is the fast way to type. To know that I can make text a different size, style and colour. To know that copy and paste is a quick way of duplicating text.	Rocket to the Moon: Skills Showcase To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software. To know that a spreadsheet is an electronic 'table' for sorting data.	Rodocodo: Programming To learn to write a program by using the walk, rotate and pick-up command to make the character move to a specific location. To learn that debugging is a necessary activity when programming and it is normal for programs to have bugs. The class will develop their debugging skills so they understand that there are systematic ways of finding and fixing bugs. To discover what loops are and learn how to use them to improve programmes. To learn what functions are and how to use them to develop pattern recognition skills in order to be able to use functions to write more sophisticated programs.	
Science	Cycle B	Animals including humans My body and the senses To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Seasonal Change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.	Materials To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a	Animals including humans To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety	Seasonal change To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.	Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees.

				variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.	of common animals (fish, amphibians, reptiles, birds and mammals including pets). To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
	Cycle A	Animals including Humans To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Animals including Humans To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Living Things and their Habitats To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Plants To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Uses of Everyday Materials 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. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Staying Healthy To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Art	Cycle B	Kandinsky colour wheel		William Morris painting		Pirate portraits and flags in charcoal	
	Cycle A		Steven Brown art work The Colour Wheel (primary and secondary colours)		Making Animal Masks		Making Fairground Rides

RE	Cycle B	Religions: Christianity Theme: Creation story **Does God want Christians to look after the world?** Rights and responsibilities: They begin to recognise that all people have needs and wants	Religions: Christianity Theme: Christmas story **What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?**	Religions: Christianity Theme: Jesus as a friend **Was it always easy for Jesus to show friendship?**	Religions: Christianity Theme: Easter – Palm Sunday **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**	Religions: Judaism Theme: Shabbat **Is Shabbat important to Jewish children?** Identities and diversity: Bread	Religions: Judaism Theme: Chanukah **Does celebrating Chanukah make children feel closer to God?** **Latkes**
	Cycle A	Religions: Christianity Theme: What did Jesus teach? **Is it possible to be kind to everyone all of the time?** Re-tell Bible stories that show kindness, and explore how this makes Christians behave towards other people.	Religions: Christianity Theme: Christmas – Jesus a gift from God **Why did God give Jesus to the world?** Reflect on the Christmas story and the reasons for Jesus' birth	Religions: Judaism Theme: Passover **How important is it for Jewish people to do as god asks?** How celebrating Passover and keeping Kashrut (food laws) help Jews show they value their special relationship with Him.	Religions: Christianity Theme: Easter – Resurrection **Is it true that Jesus came back to life again?** Re-tell the Easter story and understand what Jesus' resurrection means for Christians.	Religions: Islam Theme: Community and belonging **Does going to the Mosque give Muslims a sense of belonging?** Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	Religions: Islam Theme: Hajj **Does completing Hajj make a person a better Muslim?** Understand what happens during Hajj and to explore the importance of this to Muslims