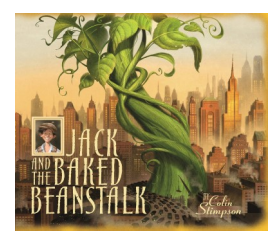
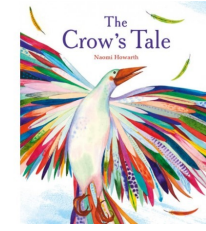
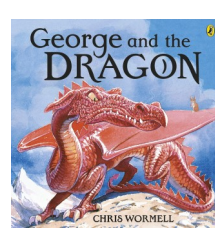
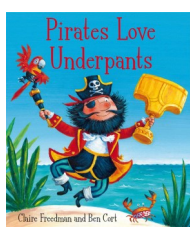


Year 1 - Cycle 1

	SAILING THE SEVEN SEAS	BRIGHT LIGHTS BIG CITY	THE GREAT OUTDOORS
Subject	Autumn	Spring	Summer
Hook	Beaumanor Hall Pirate Day	Great Fire of London Experience	Visit to Chatsworth House
English	Read, Write Inc! Ten Little Pirates The Pirates Next Door Pirates Love Underpants The Treasure of Pirate Frank	Read, Write Inc! Paddington Paddington Goes to the Tower Katie in London What the Ladybird Heard on Holiday	Read, Write Inc! Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed Planting a Rainbow Flowers are Calling
Maths	Number - Place value (within 10) Number – Addition, and Subtraction (within 10) Geometry – Shape Number and Place Value (within 20)	Number – Addition, and Subtraction (within 10) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money
Science	Everyday Materials Seasonal Change Life: Recognise seasonal change Matter: Begin to understand the properties and uses of different materials. Being Scientific: Use observation, exploration and testing to ask questions and find answers. Observe seasonal change.	Animals including humans Life: Recognise the similarities and differences between living things. Energy: Recognise and explain how energy supports life on earth. Being Scientific: Use observation, exploration and testing to ask questions and find answers.	Plants Life: Recognise the similarities and differences between living things. Identify different types of plants and their structure. Being Scientific: Use observation, exploration and testing to ask questions and find answers.
RE	Myself: How do we show we care for others? Why does it matter? Celebrations and Festivals: Who celebrates what and why? Incarnation: Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.	Symbols in religious worship and practice Celebrations and Festivals: Who celebrates what and why? Salvation: Easter – Why does Easter matter to Christians? Know that Christians believe Jesus rose from the dead, giving people hope of a new life . Know that Easter is important in the 'big story' of the Bible.	Beliefs and teachings: Explore what we can learn from the stories of Jesus. Understand how religious stories make a difference to people's lives. Gospel: Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. Talk about how Jesus is a friend to the poor and friendless. Consider Jesus' teachings about how to live the right way.
PE	Multi-sports: Able to use basic underarm, rolling and hitting skills and can sometimes use overarm skills. Able to intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency and can sometimes catch a bean bag and a medium-sized ball. Gymnastics: Able to find and use space safely with an awareness of others. Able to copy basic actions of gymnasts. Able to make their body tense, relaxed, stretched and curled. Able to show basic control and co-ordination when travelling and when remaining still. Able to choose to link similar actions and can remember to repeat these actions accurately.	Dance – Able to move with control and can vary the way they use space. Able to perform body actions with control. Able to copy a dance phrase that expresses an idea, mood or feeling. Scatterball – Able to throw a ball underarm at a target with some success. Able to hit a ball with some success (using a larger bat/racket). Able to retrieve a ball to a target, by throwing or running with it.	Tennis – Starting to be able to hold a tennis racket correctly. Knows the standing position to receive. Able to hit a tennis ball with some success. Sometimes able to return a ball to a partner. Circuits - Able to participate in different activities for a short amount of time. Able to show different ways of jumping. Able to throw an object with some degree of success. Eager to try to improve their performance over a given time.
Computing	Compose a simple set of instructions to make an algorithm and make treasure maps	Ask adults before sharing information about themselves online	Combine media from multiple sources to create a garden digitally
DT	Innovation: Use design criteria to create boats. Implementation: Develop skill of combining materials to create 3D sculptures - Designing and making pirate ships. Evaluation: Evaluate against design criteria.	Innovation: Use design criteria and drawings to develop their ideas. Making Tudor Houses. Implementation: Build structures and explore how to strengthen and stabilise. Join materials and components in different ways. Making Tudor Houses.	Innovation: Use design criteria and drawings to develop their ideas. Design Seed packaging
Art	Communication: Develop mark making, shading and use of colour - Designing and making pirate flags Develop colour mixing skills -Painting a self-portrait as a pirate	Composition: Select colours for a purpose. Painting London Landscapes/ Silhouettes Communication: Use different styles to create their own pieces of art.	Composition: Draw from observation - Plant drawing, printing. Communication/ Comprehension: Use different artistic styles and describe how a piece of art makes them feel.- Sunflower pictures – focus on Van Gough and make a clay 3D vase and sunflowers
History	Chronology: Put events in order. Describe changes in living memory and beyond. Remember stories about Christopher Columbus and Grace Darling Significance – Describe key features of events. Describe similarities and differences between periods of time. Describe the importance of significant historical individuals and events.	Chronology: Put events of the Great Fire of London in order. Describe changes in living memory and beyond. Remember stories and memories about the past. Significance: . Describe key features of the Great Fire of London. Explain what happened after a historical event. Describe the importance of significant historical individuals and events.	Chronology: Start to understand and talk about chronology and the concept of measures of time using simple Historical terms (old, new, long ago, before, after, then, now, week, month, year). Create pictorial personal timelines for their lives
Geography	Place: Name and locate continents and oceans. Use maps, atlases and globes. Name and locate countries and capital cities in the UK. Space: Describe the features of an environment (treasure island) Know about hot and cold countries of the world. Change: How physical features are used by humans. Food from different parts of the world.	Place: Describe features of environments, compare London to Hucknall. Simple fieldwork and observational skills in the school grounds and local area. Use aerial photographs to look at famous Landmarks. Devise a simple map with a key. Change: Compare London and Hucknall – location and land use. Sustainability: Describe how people take care of resources/ spaces locally	Place: Use maps, atlases and globes to identify where our food comes from. Space: Know about weather patterns in the UK. Know about hot and cold areas of the world. Change: Begin to relate the link between physical features and human use, i.e. cold polar regions cannot be used for farming, towns are built near rivers and natural resources.
PSHE	HEARTSMART: Get Heart Smart HEARTSMART: Don't Forget to Let Love in	HEARTSMART: Too much selfie, isn't healthy HEARTSMART: Don't hold on to what's wrong	HEARTSMART: Fake is a mistake HEARTSMART: No way through isn't true
Music	Music from Around the World/ sea shanties	London Nursery Rhymes	Composition and composers- who wrote about scenery 4 seasons Vivaldi

Year 2 - Cycle 1



	SAILING THE SEVEN SEAS	BRIGHT LIGHTS BIG CITY	THE GREAT OUTDOORS
Subject	Autumn	Spring	Summer
Hook	Beaumanor Hall Pirate Day	Great Fire of London Experience	Visit Chatsworth House
English	Narrative—Pirates Love Underpants Non-Chronological report—Pirates Letter to a pirate – the Pirates Next Door Grace Darling – Non-Chronological report	Diary entry – Great Fire of London Information text – London landmarks Narrative legend – George and the Dragon Poetry	Narrative Fable – the Crow’s Tale Information text—Plants Instructions – how to make a bird feeder Poetry
Maths	Number - Place value Number – Addition, Subtraction Measurement: Money	Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions	Position and direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations
Science	Matter: Understand the properties and uses of different materials. Being Scientific: Use observation, exploration and testing to ask questions and find answers.	Animals including humans Life: Recognise the similarities and differences between living things. Energy: Recognise and explain how energy supports life on earth. Being Scientific: Use observation, exploration and testing to ask questions and find answers.	Life: Recognise the similarities and differences between living things. Life cycle of plants Being Scientific: Use observation, exploration and testing to ask questions and find answers.
RE	Leaders: what makes some people inspiring to others? Understand why Moses and Saint Peter are significant. Incarnation: Know that Christians celebrate Jesus’ birth, and that Advent for Christians is a time for getting ready for Jesus’ coming.	Believing: Understand what Jewish people think about God, creation, humanity and the natural world. Explore some ways Jewish people show their beliefs and how they belong. Salvation: Know that Christians believe Jesus rose from the dead, giving people hope of a new life . Remember that Christians believe Jesus showed that he was willing to forgive all people ad builds a bridge between God and humans	Belonging: Understand what it means to belong and what it is like to belong to the Christian religion in Nottinghamshire today. God: Know that Christians believe in God, and that they find out about God in the Bible. Recognise that Christians believe God is loving, kind, fair, and also Lord and King. Remember that Christians worship God, and try to live in ways that please him. Creation: Recognise that Christians believe that the Earth and everything in it are important to God Ask questions about the relationship between God and human beings Illustrate how humans should care for the world because it belongs to God .
PE	Multi-sports – Able to perform basic skills of rolling, striking and kicking with more confidence and can apply these skills in a variety of simple games. Gymnastics – Able to plan and repeat simple sequences of actions; can show contrasts in shape. Able to perform the basic gymnastic actions with co-ordination, control and variety.	Dance – Able to perform body actions with control and co-ordination. Able to choose movements with different dynamics qualities to make a dance phrase that expresses an idea, mood or feeling. Able to link actions and can remember and repeat short dance phrases. Scatterball – Able to throw a ball at a target with some success. Able to strike a ball with some success. Starting to use tactics when striking a ball. Able to retrieve a ball to a target, by deciding if it is best to throw or run with it.	Tennis – Able to hold a tennis racket correctly. Using adopts the correct standing position to receive. Able to hit a tennis ball with some success. Able to return a ball to a partner. Able to explore different ways of returning the ball. Circuits - Able to maintain performance for a short amount of time on a given activity. Starting to show control in movements that involve jumping. Able to throw an object with some degree of success. Able and eager to try to improve their performance over a given time.
Computing	Compose a simple set of instructions to make an algorithm and make treasure maps	Ask adults before sharing information about themselves online	Combine media from multiple sources to create a garden digitally
DT	Innovation: Use design criteria to create boats and lighthouses. Implementation: Develop skill of combining materials to create 3D sculptures - Designing and making pirate ships and lighthouses.	Innovation: Use design criteria and drawings to develop their ideas. Making Tudor Houses. Implementation: Build structures and explore how to strengthen and stabilise. Join materials and components	Innovation: Use design criteria and drawings to develop their ideas. Design Seed packaging Evaluation: Evaluate against design criteria.
Art	Communication: Develop mark making, shading and use of colour - Designing and making pirate flags Develop colour mixing skills -Painting a self-portrait as a pirate Composition/ Comprehension: --Make tones by adding black and tints by adding white - Exploring the work of J Turner and recreating stormy seas pictures.	Composition: Select colours for a purpose. Painting London Landscapes/ Silhouettes. Communication: Use different styles to create their own pieces of art.	Composition: Draw from observation - Plant drawing, printing. Communication/ Comprehension: Use different artistic styles and describe how a piece of art makes them feel.- Sunflower pictures – focus on Van Gough and make a clay 3D vase and sunflowers
History	Chronology: Put events in order. Describe changes in living memory and beyond. Remember stories and memories about the past. Significance – Describe key features of events. Describe similarities and differences between periods of time. Describe the importance of significant historical individuals and events - Christopher Columbus, Grace Darling, Ellen Mcarthur	Chronology: Put events of the Great Fire of London in order. Describe changes in living memory and beyond. Remember stories and memories about the past and use information to describe differences between London in the past and now Significance: . Describe key features of the GFoL, ask questions about how it happened and explain what happened after it. Describe the importance of significant historical individuals and events. Evidence: Use primary and secondary sources to talk about the past. Use evidence to explain reasons why people in the past acted as they did.	Chronology: Start to understand and talk about chronology and the concept of measures of time Create personal timelines for their lives and use simple historical terms.
Geography	Place: Name and locate continents and oceans. Use maps, atlases and globes.Name and locate countries and capital cities in the UK. Use aerial photographs to look at famous Landmarks. Space: Describe the features of an environment (treasure island). Know about hot and cold countries of the world.	Place: Study London and a contrasting area in another country. Use aerial photographs to identify landmarks. Devise a simple map of London. Describe features of environments, compare London to Hucknall. Change: Compare London and Hucknall – location and land use. Sustainability: Describe how people take care of resources/ spaces locally	Place: Use maps, atlases and globes to identify where our food comes from. Space: Know about weather patterns in the UK. Know about hot and cold areas of the world. Change: Relate the link between physical features and human use, i.e. cold polar regions cannot be used for farming, towns are built near rivers and natural resources.
PSHE	HEARTSMART: Get Heart Smart HEARTSMART: Don’t Forget to Let Love in	HEARTSMART: Too much selfie, isn’t healthy HEARTSMART: Don’t hold on to what’s wrong	HEARTSMART: Fake is a mistake HEARTSMART: No way through isn’t true
Music	Music from Around the World/ sea shanties	London Nursery Rhymes	Composition and composers- who wrote about scenery 4 seasons Vivaldi