

| | | Curriculum Map | The Orchard School | 2021-2022 |
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| Subjects | Term | Reception | Year One | Year Two |
| Reading-core whole class texts | Autumn | <p>Fiction texts: The Gruffalo The Blue Penguin</p> <p>Non-Fiction texts: How Plants Work The Weather Find out about the weather Parts of Plant- Leaves Why Can't I take my plant for a walk Healthy Eating</p> <p>Poetry: Nursery rhymes</p> | <p>Dogger by Shirley Hughes The Tiger Who Came to Tea by Judith Kerr The Rabbit Problem by Emily Gravett Seasons by Hannah Pang Out and about poems by Shirley Hughes Author focus: Rachel Bright and Julia Donaldson</p> <p>Non fiction: Toys Seasons Gardening Plants</p> <p>Poetry: Michael Rosen poems</p> | <p>The Storm Whale Silly Billy The Lonely Beast The Storm Whale in Winter The Great Fire of London</p> <p><i>Each class has a good selection of fiction and non-fiction texts about Whales to support our key text The Storm Whale. These are rotated throughout the term.</i></p> <p>Non-fiction texts: The Baker Boy and the Great Fire of London* Toby and the Great Fire of London* Whales by Kelsey Oseid The Book Big of Blue by Yuval Zommer *Information texts in the form of a story</p> <p>Poetry: Oh, the places you'll go by Dr Seuss How to Write Poems by Joseph Coleho Thinker by Eloise Greenfield Be the Change: Poems to help you save the world by various</p> |

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| | Spring | <p>Fiction texts: Astrogirl Emily Brown and the Thing Look Up!</p> <p>Non-Fiction texts: Book of Space The Sun The Stars The Moon Incredible Earth</p> <p>Poetry: Poems to Perform by Julia Donaldson</p> | <p>Meerkat Mail by Emily Gravett Lost and Found by Oliver Jeffers One day on our blue planet..in the Antarctic by Ella Bailey Beegu Author focus: Oliver Jeffers and Emily Gravett</p> <p>Non fiction: Antarctic Weather Atlases and maps Materials</p> <p>Poetry: Out and about</p> | <p>Traction Man The Tin Forest Katie in London</p> <p>Non Fiction: A walk in London by Salvatore Rabbini* All Aboard the London Bus by Patricia Toht* Usborne Big Picture Book of London</p> <p>Poems: Poems out Loud Rhyme and Poetry by Karl Nova</p> |
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| | Summer | <p>Fiction texts: On Sudden Hill What We'll Build How to Grow a Dinosaur Dear Dinosaur</p> <p>Non-Fiction texts: Dinosaurs fact books How to Take Care of Your Pet Dinosaur First Facts Dinosaurs</p> <p>Poetry: A Great Big Cuddle</p> | <p>The Naughty Bus by Jan Oke The Queens Hat by Steve Antony Bog Baby Augustus and his Smile by Catherine Rayner Jack and the Baked Bean Stalk by Colin Stimpson Author focus: Nick Butterworth, African stories</p> <p>Non fiction; Transport Africa Animals The Body</p> <p>Poetry: Pie Corbett Oxford book of animal poems</p> | <p>Croc and Bird The Wild A Brave Bear The Darkest Dark</p> <p>Non-fiction texts: What is the moon? Katie Daynes The Big Book of Bok by Graeme Baker Smith* Amelia Earhart Dream Big: Heroes who dared to be bold Dinosaur's Day by Ruth Thomson Incredible Great Hunters Atlas of Animal Adventures Fabulous Frogs by Martin Jenkins A first book of nature by Nicola Davies Usborne Questions and Answers about Dinosaurs</p> <p>Poems: Moonstruck: Poems about our moon Overheard in a Tower Block by Joseph Coelho</p> |
| Phonics/ SPAG | Autumn | <p>See Little Wandle Scheme https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/</p> | | Little Wandle |
| | Spring | | | <p>Contractions Homophones Assessment of terms (nouns, verbs, adjectives, adverbs) Subordination and co-ordination.</p> |
| | Summer | | | <p>Verb suffixes Adjective suffixes Suffixes (ly, men, ness) Revision of all key concepts and assessment</p> |

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| High Frequency Common Exception Words | Autumn | See Little Wandle Scheme https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/ | | Review Little Wandle Tricky Words |
| | Spring | | | Year 2 common exception words taught until the 64 are completed. Assessments then determine which ones are repeated – usually <i>not</i> door, poor, kind etc and usually words like <i>parents, steak, break</i> etc. Year One words are also displayed and referred to when marking. |
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| Writing | Autumn | <p>I can trace, overwrite and copy under or over a model using horizontal, vertical and circular lines</p> <p>I can draw lines and circles using gross motor movements</p> <p>I am beginning to use three fingers (tripod grip) to hold writing tools</p> <p>I give meaning to marks I see in different places</p> <p>I give meaning to marks I have made</p> <p>I can scribble lines, circles or zig-zags in rows</p> <p>I can differentiate between letters and symbols</p> <p>I can copy some letters (e.g. letters from their name)</p> <p>I am beginning to form recognisable letters – lower case</p> <p>I can write segments of letter forms (e.g. lines, curves)</p> <p>I can write strings of letters, in random order</p> <p>I am beginning to separate groups of letters with spaces</p> | <p>Generate simple story ideas</p> <p>Retell a familiar story using short, simple sentences.</p> <p>With support read my writing out loud to check it makes sense</p> <p>Begin to use simple adjectives for description</p> <p><u>Grammar and Punctuation</u></p> <p>Leave finger spaces between words</p> <p>Use a simple sentence structure</p> <p>Use a full stop at the end of a sentence</p> <p>Use capital letters for the beginning of a sentence, 'I', names and places</p> <p>Begin to use 'and' to connect clauses</p> <p><u>Transcription</u></p> <p>Spell some words containing Phase 3 phonemes and GPCs</p> <p>Write lower case letters in the correct direction, starting and finishing in the right place</p> <p>Distinguish between upper and lowercase letters</p> | <p><u>Composition Targets</u></p> <p>I can write a story with a clear beginning, middle and end; sense of sequencing</p> <p>I form ascenders and descenders correctly and don't mix upper- and lower-case letters</p> <p>I can generally join my letters correctly</p> <p>I can edit and improve my work</p> <p>I can vary tense and verb forms</p> <p>I usually use full stops, capital letters, exclamation marks and question marks</p> <p>I can start sentences in different ways</p> <p>I can extend sentences (e.g. because, while, if)</p> <p>I can use time connectives to sequence</p> <p>I can develop my sentences using adjectives and adverbs (e.g. carefully, slowly)</p> <p>I can add details using varied vocabulary</p> <p>I use simple opening and closing in my writing</p> <p>I choose ideas and content suited to the purpose</p> <p>I make the general purpose of my writing clear</p> <p>I use appropriate vocabulary including technical words to convey information</p> <p>I spell some plurals and adverbs correctly</p> <p>I can use words chosen for effect</p> <p>I can use simple conjunctions (e.g. and, but, so, to connect clauses)</p> |

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| | <p>I use letters from the environment in my writing</p> <p>I have awareness of the different purposes for writing</p> <p>I can copy writing with support</p> <p>I use emergent writing in my role play</p> <p>I am beginning to read my 'writing' from left to right</p> <p>I can write my name</p> | <p>Sit letters on the line</p> | <p>I can use capital letters for some proper nouns</p> <p>I can use common alternatives graphemes with increasing accuracy (e.g. ai/ay/ey)</p> <p>I can add suffixes to simple regular verbs (e.g. add s, ed, ing)</p> <p><u>Grammar and Punctuation</u></p> <p>Terminology:</p> <p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Suffixes</p> <p>Plurals</p> <p>Past and present tense – when to use them</p> <p><u>Autumn 2</u></p> <p>Adverbs</p> <p>Commas</p> <p>Apostrophes – contractions and possessive</p> <p>Word</p> <p>Finger spaces</p> <p>Letter</p> <p>Capital letter – names/places</p> <p>Sentence</p> <p>Full stop</p> <p>Question mark</p> <p><u>Transcription</u></p> <p>Recap of Phase 3/5 Diagraphs for reading:</p> <p>ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, a-e, e-e, i-e, o-e, u-e, ay, oy, ea, ir, oe, ou, ue, ew, ie, aw, au</p> <p>i – fin/find</p> <p>o – hot/cold</p> <p>c – cat/circle</p> <p>g – got/giant</p> |
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| | | | | <p>u – but/put ow – cow/blow ie – tie/field ea – eat/bread er – farmer/her a – hat/what y- yes/by/very ch – chin/school/chef ou – out/shoulder/could/you</p> <p>Noun Suffix – s/es/ies/ves (Exception ey endings – donkeys) Verb suffix - ing/ed/er/ied/iest/ier Adjective suffix – er/est/ (plus rules for each)</p> |
| | Spring | <p>I can write my name I can write familiar words (e.g. mum/dad) I can hear and say initial sounds in words I can link some sounds to letters, naming and sounding letters of the alphabet I can write some letters in response to given sounds I can segment the sounds in simple words and blend them together orally I can write the initial letter of a word I can write CVC words I know the difference between letters and words I can write labels I can recognise most upper case letters of the alphabet I am beginning to correctly spell simple key words</p> | <p><u>Composition</u> Write a sequence of simple sentences in order Retell a familiar story using short, simple sentences. Read my writing out loud, check it makes sense and make suggested changes Begin to use adjectives for description Use some features of different text types (recount, stories, letters, non-fiction etc.)</p> <p><u>Grammar and Punctuation</u> Always leave finger spaces between words Use simple sentence structure consistently over a narrative piece of writing Use a full stop at the end of a sentence</p> | <p>A repeat of Autumn skills plus:</p> <p><u>Composition</u> I can write a story, including a problem and resolution I can use a range of well-structured sentences I can use subordinate clauses (e.g. Although I was scared, I carefully crossed the bridge) I put my ideas in a logical order using time sequencing words I can group sentences into paragraphs to help me organise my content I am beginning to use a particular viewpoint in my writing I use some of the key features suited to the type of text I'm writing I use some words for effect I spell tricky words effectively I can find more than one solution to a problem in the middle of my story (successful/unsuccessful) I have joined and clear handwriting I can use noun phrases to add detail to my writing I can use a variety of sentence openers I can use commas to separate items in a list</p> |

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| | | <p>I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence I make phonetically plausible attempts at writing longer words</p> <p><u>Grammar and Punctuation</u> <i>To understand the terminology:</i></p> <p>Word Finger spaces (Understanding words are separate) Letter Capital letter Sentence Full stop Question mark</p> | <p>Use capital letters for the beginning of a sentence, 'I', names, places and days of the week Use 'and' and 'because' to link and join ideas in my sentences</p> <p><u>Transcription</u> Spell some words containing Phase 3/5 phonemes and GPCs Spell all Autumn Term tricky words correctly Use 's' and 'es' to form regular plurals correctly Use the prefix 'un' Begin to add the suffixes ing, ed, er and est to root words Write lower and upper case letters in the correct direction, starting and finishing in the right place consistently</p> | <p>I can use apostrophes correctly I can add suffixes to nouns I can spell days of the week and months of the year I can use sequential story language (one day, suddenly, luckily, finally) I can use a wider range of sentence openers I can use a range of sentence types in my writing (question, statements, command, exclamations) I can use past and present sense forms I can make simple additions, revisions and corrections to my writing.</p> <p><u>Grammar and Punctuation</u> Homophones Noun phrases</p> <p>Application of grammar taught e.g. identifying the noun/adjective/verb/adverb</p> <p>Subordination – when, if, that, because Coordination – or, and, but</p> <p>Progressive – is/was (she is shouting, he was drumming)</p> |
| | Summer | <p>I understand the 'concept' of a sentence as a group of words, which makes sense I can think of a complete sentence, which makes sense I can say a sentence out loud, which makes sense I know how many words are in the sentence I have said I can represent the number of words in my sentence using counters I can repeat my sentence back accurately</p> | <p><u>Composition</u> Write short narratives and non-fiction passages that are consistent in their features and purpose Use appropriate topic/subject matter vocabulary choices Use a greater range of adjectives for description Read your own writing out loud, check it makes sense and make changes independently</p> | <p><u>Composition</u> I can spell common homophones correctly I can spell contractions correctly I can use the features of non-fiction writing I can use subordination in my sentences I can use adverbs to modify verbs I can use words to create interest and sustain the reader I can build up a sequence of work with a simple conclusion I can organise my writing into paragraphs My writing is fluent and legible</p> |

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| | <p>I can put words together into simple phrases and clauses</p> <p>I can structure clauses correctly most of the time, with support</p> <p>I can put a given sentence in order</p> <p>I can write simple captions</p> <p>I can write a simple sentence in the correct order</p> <p>I leave spaces between words</p> <p>I write from left to right</p> <p>I have an awareness of full stops and capital letters in reading and writing</p> <p>I can spell CVC words within a sentence</p> <p>I can write the initial and some other dominant phonemes in words when writing a sentence</p> <p>I can use some key words in my writing</p> <p>I can use a full stop at the end of a sentence</p> <p>I sometimes punctuate my sentence with both a full stop and capital letter</p> <p>I can choose words to convey basic information</p> <p>I can use simple vocabulary</p> <p>I attempt to use common graphemes in my writing</p> <p>I form and orientate most of my letters correctly</p> <p>I can read my sentence back for it to be understood</p> <p>I can write CVC words</p> <p>I am beginning to correctly spell simple key words</p> | <p><u>Grammar and Punctuation</u></p> <p>Leave finger spaces between words</p> <p>Use simple and some compound sentence structures</p> <p>Use full stops</p> <p>Begin to make correct use of question and exclamation marks in my writing</p> <p>Attempt to write with the correct tense phrasing throughout my sentences</p> <p>Use capital letters for the beginning of a sentence, 'I', names, places and days of the week consistently</p> <p>Use 'and' and 'because' to link and join ideas in my sentences</p> <p><u>Transcription</u></p> <p>Spell some words containing Phase 3/5 phonemes and GPCs</p> <p>Spell all Autumn and Spring Term tricky words</p> <p>Begin to use 's' and 'es' to form regular plurals correctly</p> <p>Use the prefix 'un'</p> <p>Add the suffixes ing, ed, er and est to root words</p> | <p>I can comment on events or actions which suggest viewpoint of a character</p> <p>I can choose how to present my work</p> <p>I can use simple time subordination to open sentences</p> <p>I can spell prefixes and suffixes correctly</p> <p><u>Grammar and Punctuation</u></p> <p>By this point in the year, we will recap on the previous two terms of learning. Children will be expected to apply this learning to their writing.</p> <p><u>Transcription</u></p> <p>Children will apply the previous two terms of spelling to their work.</p> |
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| | | <p>I make phonetically plausible attempts at writing longer words</p> <p><u>Grammar and Punctuation:</u> <u>To understand the terminology:</u> Word Finger spaces (Understanding words are separate) Letter Capital letter Sentence Full stop Question mark <i>To have an understanding that a name always starts with a capital letter.</i></p> | | |
| Maths | Autumn | <p>-increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</p> <p>-continue to develop verbal counting to 20 and beyond</p> <p>-continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> | <p>Early Years transition-Counting forward and backwards to/from 10</p> <p>Vocabulary of shape and space</p> <p>Comparison of quantities and measures.</p> <p>Introduction to part-whole</p> <p>Composition of Numbers 0-10</p> <p>2D and 3D Shape (WR)</p> | <p>-Composition of numbers: multiples of 10 up to 100</p> <p>-composition of numbers 20-100</p> <p>-composition of numbers 11-19</p> <p>-Adding 3 addends efficiently</p> <p>-Add and subtract two numbers which bridge the tens boundary</p> <p>-subtraction as find the difference</p> <p>- strategies for addition and subtraction of a single-digit number to/from two-digit.</p> <p>-Addition & Subtraction: 2-digit numbers & multiples of ten</p> <p>-representing equal groups and repeated addition</p> <p>-Times tables: groups of 2 and commutativity</p> |

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| | Spring | <p>-increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</p> <p>-compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>-continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <p>-continue to develop verbal counting to 20 and beyond</p> | <p>-2D and 3D shape (WR)</p> <p>-Addition and Subtraction strategies within 10,</p> <p>-combining 2 or more parts</p> <p>-using the +- symbol</p> <p>-Addition and subtraction as a story representation</p> <p>-Find a missing part</p> <p>-inverse</p> <p>-Composition of numbers 11-19</p> <p>-Measure length and height (WR)- measure with non-standard measures and record outcomes. compare, describe and solve practical problems for mass or weight. Estimate. Measure from 0 on a ruler.</p> | <p>-Times tables: groups of 10 and of 5, and factors of 0 and 1</p> <p>-Doubling and halving</p> <p>-Division with story, sharing equally and skip counting</p> <p>- Use precise language to describe the properties of - 2D and 3D shapes (WR), and compare shapes by reasoning about similarities and differences in properties.</p> <p>-Addition and Subtraction: two digit to/and from two digit numbers-crossing and not crossing the ten.</p> <p>-partition the subtrahend to help subtract.</p> |
| | Summer | <p>*continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>*continue to develop confidence and accuracy in both verbal and object counting.</p> <p>*order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>*explore the composition of 10.</p> <p>*continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</p> <p>*use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or</p> | <p>-Counting and unitising money,</p> <p>-Counting in 2's, 5's and 10's.</p> <p>-Fractions (WR). Recognising and finding half and quarters of objects, shapes and quantities,</p> <p>-Position and Direction, (WR) Describe position, direction and movement, --</p> <p>Time(WR) Sequence events in chronological order using language. Days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour .</p> <p>Compare, describe and solve practical problems for time</p> | <p>Fractions (WR)- recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity</p> <p>-write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters/ one half.</p> <p>Time (WR) Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face .</p> <p>know the number of minutes in an hour and the number of hours in a day</p> <p>compare and sequence intervals of time</p> <p>Length and Height (WR) Choose and use appropriate standard units to estimate and measure length/height to the nearest appropriate unit,rulers compare and order lengths and record the results using >, < and =</p> |

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| | | <p>when patterns are similar but have a different number</p> <ul style="list-style-type: none"> *Pattern *Shapes *Money | <p>-Mass and volume (WR) -Measure and begin to record the following mass/weight capacity and volume compare, describe and solve practical problems for mass or weight.</p> | <p>Mass and Capacity (WR)- Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (C); capacity (l/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. compare and order and record the using >, < and =</p> <p>Position and Direction- Order and arrange combinations of mathematical objects in patterns use mathematical vocabulary to describe position, direction and movement, including rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p> <ul style="list-style-type: none"> -doubling and halving-relationship between 5 and 10 times table. -using division and times table facts. |
| <p>Science/UTW</p> | <p>Autumn</p> | <p>Predicting and experimenting with floating, sinking, freezing and melting. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Planting a range of vegetables, fruits and flowers in our gardens, making predictions and observations summarising our knowledge in a whole school gardening week. Children will have an understanding that we have an impact on the environment around us, making links to recycling and caring for our planet.</p> | <p>Gardening week: Looking at plants first-hand and will identify, name and describe the common names of flowers and plants.</p> <p>Changing seasons Asking and answering questions.</p> <p>Observe changes across the four seasons</p> <p>Name the four seasons in order</p> | <p>Animals Including Humans</p> <ul style="list-style-type: none"> -To notice that humans have offspring which grow into adults. - Noticing similarities and differences - Things you can do/ can't do at different stages in your life. - Sequence pictures chronologically of themselves at different times and discuss their own development. - Human life cycle. |

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| | | <p>Gardening week Children will understand how to care for the environment in our school. They will have the opportunity to plant a range of seeds, bulbs and trees. Children will explore how to care for these plants. The children will explore their class tree and learn some key facts about their class tree.</p> | <p>Observe and describe weather associated with the seasons?</p> <p>Observe and describe how day length varies</p> <p>Why don't we need to wear so many clothes in summer?</p> <p>Why are there so many leaves on the ground in autumn?</p> <p>Can they talk about weather variation in different parts of the world?</p> <p>Identifying and classifying.</p> <p>Gathering and recording data.</p> <p>Gardening week</p> | <ul style="list-style-type: none"> - Basic needs of all living things (water, food, air, shelter) - Food; groups (proteins, fats, carbohydrates), balanced diet, exercise and hygiene (germs, sneezing demonstration, oral hygiene) - Teeth investigation. <p>This topic will thread together the learning from Reception and Year 1. The children will have been exposed to vocabulary associated with the natural world and in Year 1, start to understand themselves.</p> <p>Gardening week Children will look at common names for flowers and plants and start to look at the different parts of flowers and plants. Children should understand the importance of looking after an environment. The children in Year 2 will explore their class tree and understand their class tree completely. This will involve understanding the correct vocabulary and learn how to identify this tree independently.</p> |
| | Spring | <p>The natural world- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Ducklings- observing the hatching of duckling eggs. In this experience children predict what they think will hatch from the egg and use their knowledge and experience from non-fiction text and prior knowledge to support their explanations. Children will</p> | <p>Materials: (Challenge Curriculum) Distinguish between an object and the material from which it is made.</p> <p>Describe materials using their senses, using specific scientific words.</p> <p>Explain what material objects are made from.</p> <p>Name some different everyday materials e.g., wood, plastic, metal, water and rock</p> | <p>Materials: Traction Man- Working scientifically (Challenge Curriculum) How can you classify your toys taking into account the materials they are made of?</p> <p>What are the main reasons for choosing materials for different parts of the school buildings?</p> <p>What are the advantages/ disadvantages of different materials?</p> <p>How can you design a perfect playground using a range of materials and explain why you have chosen the material?</p> |

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| | | <p>learn how to care for the ducklings to help them grow. Making to healthy diets for animals and humans, water and habitats.</p> <p>Gardening- continuing with our planting in the garden, children will experiment with planting difference veg and plants to autumn, understanding that different plants have different needs. Making links to habitat suitability for animals.</p> <p>Space VR- Children are taught facts about the world, countries within the world and planets. Children are able to ask questions and begin their basic understanding of forces such as gravity.</p> | <p>Sort materials into groups by a given criteria</p> <p>Describe things that are similar and different between materials.</p> <p>Explain what happens to certain materials.</p> | <p>Explain how solid shapes can be changed by twisting, bending etc.</p> <p>This unit will thread together with the prior learning from Year 1 and Reception. In Reception, the children will explore the natural world around them and start to use the vocabulary associated with the things they find. In Year 1, they classify, name and group. In Year 2, the children will work scientifically with the application of this knowledge. These investigations will enhance their learning of Materials.</p> |
| | Summer | <p>Dinosaurs- Children have a visit from a dinosaur as a wow moment and have the opportunity to excavate fossils. They have the process of fossilisation explained to them. Children compare different fossils and make links. They learn about the habitats of various dinosaurs and food chains.</p> <p>Butterflies- children observe the life cycle of a butterfly. During this process children learn about each stage. They identify food sources for the butterflies and environments to ensure the butterflies thrive.</p> <p>Gardening- continuing with our planting in the garden, children will experiment with planting difference veg and plants to autumn</p> | <p>Animals</p> <p>Would we call Bog Baby a wild animal?</p> <p>What is a wild animal?</p> <p>What animal group would Bog Baby belong to? Fish, amphibian, birds or mammals?</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Writing questions for wild animals.</p> <p>Why would it not be sensible for all animals to live in England?</p> <p>Animal habitats.</p> <p>How are humans different from most animals?</p> <p>Is Bog Baby a carnivore, herbivore or omnivore?</p> <p>What are carnivores, herbivores and omnivores?</p> | <p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food</p> |

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| | | <p>and Spring, understanding that different plants have different needs. Making links to habitat suitability for animals. Children make observations and record the changes they see.</p> | <p>What do we need to do to keep our pets happy? Reflection: Can you create your own non-fiction book on a 'Visit to the Zoo'?</p> <p>(Which plants and animals will we find in our parks?)</p> | <p>chain, and identify and name different sources of food.</p> <p><u>LCC Unit: Why Would A Dinosaur Not Make A Good Pet?</u></p> <p>What did a dinosaur need to survive and how do we know they roamed the Earth?</p> <p>Which animals would we normally find in our rivers, lakes and ponds and why are they there?</p> <p>Why do humans live in houses?</p> <p>Why do animals live where they do?</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>This will thread together the learning from Reception where the children will look at contrasting environments (habitats) and</p> |
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| | | | | understand the key features of life cycles in both plants and animals. The children will have explored this in their Animals topic in Year 1. |
| Computing | Autumn | <p>Esafety (RSE link) - Beginning to understand some information is private. Know that I need to be near an adult when using the internet</p> <p>Multimedia - Using an interactive whiteboard successfully</p> | <p>E-safety - (RSE link) Agree and follow e-safety rules Explain what personal information is. Know that I need to tell an adult if something happens when using a computer I don't like. Use a simple painting program to create a picture, save, retrieve and edit</p> <p>Use technology to create and present ideas Type a simple sentence using keyboard skills and click using a mouse.</p> | <p>ESafety (RSE link) Understand that not everyone is who they appear to be online. Know when and why to get help when using a computer. Know which information is private and which is okay to share.</p> <p>Begin touch typing using a keyboard and word processor</p> <p>Using age appropriate websites to research a specific topic. Know how to search safely and to be able to change search terms if needed.</p> |
| | Spring | <p>Technology in our lives Describe technology they find in school and some they find at home.</p> | <p>Create and debug simple programmes Using beebot robots and espresso coding (year 1) -Create your own to make a person or robot move. Describe actions needed to make something happen and begin to use the word 'algorithm'. Explain how to make instructions as clear as possible. Begin to use a logical reason to predict what might happen when coding.</p> | <p>Use technology to create and present ideas</p> <p>Microsoft Word</p> <p>Change font size, colour and style.</p> <p>Save, print, retrieve and amend work.</p> <p>Insert words and sentences.</p> <p>Use editing tools to improve work.</p> |
| | Summer | <p>Create and debug simple programs</p> | <p>Use technology to create and present ideas. -Use the keyboard or a word bank to enter text. Clicker7</p> | <p>Create and debug simple programs</p> |

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| | | <p>Give a friend an instruction to move, begin to work out why instructions need to be clear.</p> | <p>-Save information and retrieve it</p> <p>Technology in our lives: To recognise the way we use technology in our classroom. Use age appropriate websites to find information with support.</p> | <p>Espresso coding year 2 – solving problems within their own programs and understanding how to make something work. Creating simple games.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Communication and collaboration</p> <p>Thread together to the safety topic in Autumn and their word processing skills in Spring. The class will learn to send messages via email. They will compose messages together and send.</p> |
| Geography/ UTW | Autumn | <p>Seasons: Talk about the features of their own immediate environment and how environments might vary from one another. Know the names of the seasons. Talk about the different weather we experience in different seasons. Talk about the effect of the weather in different seasons.</p> <p>Weather: Record as a class the pattern of weather -Form opinions on the different seasons; which is our favourite and why</p> | <p>Human Geography – can they explain why they would wear different clothes at different times of the year. What impact does the weather have?</p> | <p>Capital cities – focus on London (The Great Fire of London) London – where it is, London as a capital city. UK – countries and their capitals, identify and label. Children to speak in full sentences about these locations so that they are confident. Landmarks physical and human Map work: identify key features of London as a city. Note – this work is to be completed as an introduction to London alongside the History of The Great Fire of London. The main topic of London will be taught explicitly in Spring as Geography lessons.</p> |

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| | Spring | <p>*Culture Week: Learning about where our families are from in the world and learning about the different cultures. Understanding the history of our own family. Investigating and exploring maps. Creating maps for a treasure hunt of places we know. -Comparing life in this country and life in other countries, and over time</p> <p>*Maps of places we know (e.g. home and school)</p> | <p>Hot and cold places Physical Geography -locate different places, explain different features of a hot and cold place, what might they wear in hot and cold places, why do meerkats live in hot places and penguins live in cold places? To locate different places in the world in relation to the equator.</p> <p>Physical Geog- Explain the main features of a hot and cold place? Say something about the people who live in hot and cold places? Explain what they might wear if they lived in a very hot or a very cold place Answer some questions using different resources, such as books, the internet and atlases?</p> | <p>LCC – Where in the world do I live?</p> <p>London – locational knowledge, building on Year One learning and our look at London in Autumn 2 as part of the Great Fire of London.</p> <p>A Walk in London as a starting point to learning about London.</p> <p>Where is London on a map? Reinforce learning from Autumn.</p> <p>Why do we have cities?</p> <p>London landmarks: human/physical features including Thames</p> <p>Similarities and differences between London and East Molesey.</p> <p>What causes it to rain more in England than in other parts of the world?</p> <p>Naming and locating continents and oceans Children to name and describe these through songs, talking in full sentences and through exploring maps together as a class.</p> <p>Understanding Geographical similarities and differences, studying human and physical geography (focus on UK and contrast with India)</p> |
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| | | | | Know the main differences between a place in England and that of a small place in a non-European country |
| | Summer | <p>Where we live:</p> <ul style="list-style-type: none"> -Talk about what country we live in -Discuss which countries we live near and which countries we live far away from -Share experiences of trips and holidays we have been on and where these were, what was the climate like? -Write a letter to a school in another country asking them questions to find out about their locality. -Walks out into the local area to spot key features <p>Taking care of our planet:</p> <ul style="list-style-type: none"> -Thinking about what is recycling -How can we take care of our planet? -How can we take care of our local area? -What happens if we don't take care of our planet? | <p>Our local area (Hampton Court, the river)</p> <p>Maps-use a local street map and help children to use some map symbols to understand more about their locality and how maps work.</p> <ul style="list-style-type: none"> -Talk about postcodes and explain how they are used for a small area. -Link this to writing their own address and the school's address. <p>What are the names of, and, where are the famous cities of the United Kingdom? (Looking at London-Queens Hat)</p> <p>What do road and street signs tell us?</p> <ul style="list-style-type: none"> -Introduce pupils to road signs. -Take a supervised walk in the immediate areas around the school so that they can identify as many signs as they can. -Discuss with the pupils the different ways we can travel around our country. <p>-Circle the modes of transport they have experienced.</p> <ul style="list-style-type: none"> -Focus on an airport. Find out what happens by looking at the different signs at an airport. Explain what the signs mean. -Look at a train journey. | <p>Most of our Geography is taught in Autumn and Spring. In Summer, children will learn about important events in Flight history, but will make a link between places they have already learned about and the ones we look at in this topic.</p> <p>For example:</p> <p>plot Amelia Earhart's final voyage and be confident when talking about why it was so difficult for them to find her (the sheer size of the Pacific Ocean which they will have prior knowledge about)</p> <p>The Wright brothers were famous American inventors – children should make a link between this and their knowledge about North America as a continent. Similarly when they learn about the astronauts who first went to the moon.</p> <p>Amy Johnson was English and broke many worldwide records. Plot her most famous flights on maps they are familiar with and her final flight which ended in tragedy in London (Thames) reinforcing knowledge of the Thames as a physical feature.</p> <p>The children will discuss these significant people and where their most famous events took place with</p> |

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| | | | | confidence because of their understanding of the world at this point in the year. |
| History/ UTW | Autumn | Comparing environment over different time periods | <p>Changes within living memory – Comparing childhood now to that of parents and grandparents: Put up to three objects in chronological order (recent history)? Bring in toys/class toy museum Ask and answer questions about old and new objects. Spot old and new things from pictures. Can they use words and phrases like: old, new and a long time ago? -Toys -Games -Schools Local history (Molesey Flood) Order events. Asking and answering questions about new and old objects. Identifying old and new objects from pictures. Using words and phrases to describe the passing of time. Can they talk about things that happened when they were little? What happened locally and nationally when they were 6. Significant people in history – looking at Princess Diana, Nelson Mandela and Rosa Parks.</p> | <p>The Great Fire of London Learning Challenge Curriculum)</p> <p>Where is London and when did the fire happen?</p> <p>Why did the Gof spread so quickly?</p> <p>Discuss the reliability of photos/diaries/stories. How do you know a fact is true?</p> <p>What is a reliable source?</p> <p>Who was Samuel Pepys and why was he important?</p> <p>How did they try and put out the fire and what would they have done today?</p> <p>How did artists portray it?</p> <p>(Text - Toby and The Great Fire of London)</p> <p>Look at a famous painting depicting the GFofL. What is happening? Explain that we are going to be learning about the GFofLondon.</p> <p>London Past and Present:</p> <p>Compare photographs of present-day London to the London that existed before 1666. What's the same, what's different?</p> <p>The Events of the Great Fire: Sequence events.</p> <p>Place on a time-line.</p> |

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| | | | | <p>What Happened After the Great Fire? : how was London changed and rebuilt after the Great Fire?</p> <p>What have we learned about the Great Fire? Create a newspaper report, describing the main events of the Great Fire of London.</p> <p>This learning should thread together with our Geography topic of London.</p> |
| | Spring | Understanding the history of our family | History link-Keep taking about the passing of time in relation to the days, months, years, birthdays, anniversaries and use language to describe the passing of time. | Geography link – the landmarks of London (St Paul’s for example) and how they have changed over time. The children should be able to make a link between the London they learn about for the GFoL and the London we know now. |
| | Summer | Who lived in the past had different lives Different past/present own lives | Transport links within living memory (of parents and grandparents): Cars, buses, trains and bicycles (Linking with locality) Look at the pictures of the first aeroplanes, trains, cars and bicycles. -What do you notice? -Place on a time line. Hampton Court Place Henry VIII | Flight The moon landing - study Neil Armstrong as a significant person. Our study of flight chronology will cover how flight developed through the ages and impacted on the moon landing. Amelie Earhart Wright Brothers Amy Johnson – flight to the Thames which ended in tragedy. Link to our Geography teaching in Autumn and Spring. |
| RE/ UTW (See Surrey agreed Syllabus) | Autumn | My school Who am I? Where do I belong? Why do we have celebrations? Diwali Christmas | What do Christians believe God is like? Who is Jesus? Christmas Y1: Why is Christmas important to Christians? | Why did Jesus tell parables? Why do Christians call Jesus Saviour? Christmas Y2: What does the Christmas story tell Christians about Jesus? |
| | Spring | What makes our world wonderful? What makes something special? What makes a place special? | Why is the Bible an important book for Christians? | Why is church important to Christians? Islam: Who is Allah, and how do Muslims worship him? (Mosques, The Qu’ran, Allah) |

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| | | | Comparative: Why should we look after our world? Easter Y1: What do eggs have to do with Easter? | Easter Y2: Why is Easter important to Christians? |
| | Summer | Growing What can we learn from stories? | What is the Torah and why is it important to Jews? Why do Jewish families celebrate Shabbat? | What is important for Muslim families? (Prayer, Fasting, Eid) Comparative: Is prayer important to everyone? Fair and unfair |
| PSHE/ PSED and RSE | Autumn | <p>Introduction to Zones of Regulation Anti-Bullying week (W.C. 19th) Health and Wellbeing:</p> <ul style="list-style-type: none"> • Healthy lifestyle • Mental health • Ourselves growing and changing • Keeping safe <p>For progression across year groups please see the scheme of work: http://www.orchard.surrey.sch.uk/documents/curriculum/PSHE%20and%20RSE%20Curriculum%20Overview.pdf</p> | | |
| | Spring | <p>Relationships:</p> <ul style="list-style-type: none"> • Families and Close Positive Relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others <p>For progression across year groups please see the scheme of work: http://www.orchard.surrey.sch.uk/documents/curriculum/PSHE%20and%20RSE%20Curriculum%20Overview.pdf</p> | | |
| | Summer | <p>Living in the wider world:</p> <ul style="list-style-type: none"> • Shared responsibilities • Communities • Media Literacy and digital resilience • Economical wellbeing • Aspirations, work and career | | |

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| | | For progression across year groups please see the scheme of work: http://www.orchard.surrey.sch.uk/documents/curriculum/PSHE%20and%20RSE%20Curriculum%20Overview.pdf | | |
| Art/EAD | Autumn | EAD: -Explore a variety of materials, tools and techniques experimenting with colour and colour mixing -Finding ways of planning our design and editing our designs. | Drawing and painting Faces and feelings Pattern, texture, line, shape, form and space. Printing, colour, pattern and texture Artists: Frida Kahlo Arcimbolda Van Gogh Picasso William Morris | LCC Unit – What will our wallpaper look like? - Focus on Lucienne Day - Look at wallpaper designs and discuss preferences - Lucienne Day (significant female artist) - Practise making our own designs and pick a favourite. - Make our own tile for wallpaper printing - Use the tile to create designs using a variety of different colours. - Discuss similarities and differences between their own work and that of Lucienne Day. |
| | Spring | -Explaining creative choices behind choice of materials and tools -Exploring materials of different textures. - Explaining creative choices and adapting them when necessary. | Hot cold colours Hot and cold colours. Looking at the colour wheel. How artists use hot/cold colours in their art work. Create hot/cold colours with paint. Use different paint brushes. Name primary and secondary colours. Make colour wheels | Class flag - Look at flags around the world, linking to our Geography topic <i>Where in the world do I live?</i> - Make it clear that countries have flags. - Discuss our favourite flags with reasons - Make a flag together. African art - Build on prior learning by looking at African art together and discussing preferences. - Look at significant African art and artists. - Practise making our own designs and pick a favourite. - Make our own artwork in the same style using different materials. - Evaluate our work and discuss similarities and differences between our work and work we have seen published. |

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| | Summer | <p>-Children talk through their creative processes. They evaluate their work and make improvement suggestions</p> | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Make a Bog Baby To use a range of materials creatively to design and make a 3d products (a Bog Baby). Make your own Bog Baby. Use tool Explore different shapes and textures. Can we make our models in the colours of our creatures? How will we make sure our model looks just like the design? Explain how we made our models What lives in a pond with Bog Baby and can we draw them? What colours and textures can we see? What materials could we use to make a collage of an underwater world? How will we cut and stick our materials? Can we work together to produce a large collage habitat for BB? What parts of our collage do we like best and why?</p> | <p>Our focus in Summer is DT but the skills we have learnt in Art should still be used:</p> <ul style="list-style-type: none"> - Looking at existing work and discussing favourites with reasons - Executing the work with care - Evaluating our success - Art and DT should have a common thread here. |
| DT/EAD | Autumn | <p>Exploring tools Introduction to cooking skills Cooking: -Creating and following a recipe (describing the process of combining ingredients)</p> | <p>D.T Mouldable Materials- What can the toys eat their dinner on? The Tiger who came to tea. By Judith Kerr</p> | <p>What shall we have in our sandwiches? Understand that we all need a variety of food to stay healthy.</p> |

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| | | | <p>Designing and making, selecting from and use a wide range of materials according to their characteristic.</p> <p>What shapes and structures can we make using air drying clay.</p> <p>What can we achieve with different tools?</p> <p>How many different crockery designs can we find and can we copy some of the designs?</p> <p>Can we design our own crockery sets that are the correct size for our toys?</p> <p>Can we make each plate, each bowl and each cup the same size and shape?</p> <p>How will we paint our crockery?</p> <p>Can we design an advert for our crockery set?</p> | <p>Understand how to name and sort food into the five groups in the “Eat Well Plate”.</p> <p>Know that there are a number of basic food skills that enable us to cook a variety of dishes.</p> <p>Understand that it is important to store, prepare and cook food safely and hygienically.</p> <p>Begin to use techniques such as cutting, peeling and grating.</p> <p>Know how to prepare dishes safely and hygienically without using a heat source.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand that food is changed from farm to fork.</p> <p>This will thread together with our learning in Science in Autumn – healthy eating Children will be reminded of the healthier eating options and will decide how to make their sandwiches accordingly. Children should learn to use the equipment appropriately to cut and measure. Children will evaluate their work.</p> |
| | Spring | <p>Recording a recipe and producing an end result (explaining the decisions made)</p> <p>Cooking:</p> <p>-Creating and following a recipe (describing the nutritional aspects of this recipe)</p> | <p>DT- Textiles</p> <p>Design a hat for Teddy to wear in certain conditions.</p> | <p>Art is our focus in Spring but key parts of our DT learning in Autumn should not be lost</p> <ul style="list-style-type: none"> - Designing - Preferences |

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| | | <p>-Recording a recipe and producing an end result (explaining the decisions made)</p> | <p>Look at a selection of different hats for hot and cold weather.</p> <p>Suitability of different textiles.</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Can they explain what they are making?</p> <p>Can they explain which tools they are using?</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p> <p>Joining textiles.</p> <p>Evaluating-How can we improve our product?</p> | <p>- Evaluating</p> <p>Remind the children of these skills with our Artwork as we will be returning to DT in Summer.</p> |
| | Summer | <p>Cooking:</p> <p>-Following and recording a recipe (discussing a balanced diet)</p> <p>- Following and recording a recipe with little adult assistance (discussing a balanced diet)</p> | <p>Design a vehicle that moves</p> <p>Look at buses.</p> <p>Design your bus.</p> <p>Decide on the resources you will need.</p> <p>Use tools to make your bus.</p> <p>Evaluate your design.</p> <p>Suggest improvements for the future.</p> <p>Make a fruit salad</p> <p>Design.</p> | <p>How can we put on a finger puppet show?</p> <ul style="list-style-type: none"> - Look at puppets around the world and discuss preferences. - Design our own puppet - Make using our chosen joining technique - Evaluate its success <p>Why might our dinosaur bite you? (LCC Unit)</p> <ul style="list-style-type: none"> - What is a lever and cam? |

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| | | | <p>Make. Cutting and chopping. Evaluate.</p> | <ul style="list-style-type: none"> - What tools and materials can we use to cut and join cardboard? - How can we make a dinosaur out of cardboard? - Can we make parts of our dinosaur move? - Could we improve our dinosaur to make it more ferocious? - How can we colour our dinosaur and make sure the moving parts still operate? <p>All of our previous learning should be tied together in this unit. Children will look at options together, discuss preferences with reasons, design their own and evaluate its success.</p> |
| Music/EAD | Autumn | <p>Singing: Join in simple songs, chants and rhymes in a group Learn simple visual directions</p> <p>Listening: Understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded music</p> <p>Composing: Create own music in self-initiated learning periods. Children create a sound pattern, repeat a sound pattern and continue a sound pattern.</p> <p>Musicianship/Instrumental performance/ performance:</p> | <p>Singing: Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Listening: Listen to music from a range of time periods and countries Listen to a range of music genres (Vivaldi- Four Seasons) Listening to recorded music</p> <p>Composing: -Improvise simple vocal chants, using question and answer phrases.</p> | <p>LCC: Does music always make us happy? Does music always make us happy? Learning Challenge Curriculum Unit</p> <ul style="list-style-type: none"> - How can our voices show different moods and feelings when we sing or chant? - How do composers use different instruments to create moods and feelings? - Which instruments would you choose to accompany different pieces of music and why? - Can we develop music to accompany a character's feelings in a story or the mood of story? <p>Singing: Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's</p> |

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| | | <p>Pulse/Beat</p> <p>Children can join in a walk, move or clap to a steady beat. Children can copy a patterned clap. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Performance: Christmas performance using untuned instruments Performing to class Performing to group Performing to year group</p> | <p>-Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Respond to the pulse in recorded/live music through movement and dance, e.g. <ul style="list-style-type: none"> o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky). <p>Performance: Christmas performance using untuned instruments Performing to class Performing to group Performing to year group</p> | <p>directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p> <p>Listening: Understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Composing: Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Rhythm</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Performance: Christmas performance using untuned instruments The Great Fire of London performance Performing to class Performing to group Performing to year group</p> |
| | Sp rin | Singing | Walk and Talk like an Animal (LCC) | Singing: |

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| | <p>Sing nursery rhymes from memory Introduce vocabulary such as pitch, rhythm and volume</p> <p>Listening: Listen to music from a range of time periods and countries Listen to a range of music genres</p> <p>Composing: Introduce children to vocabulary including: - rhythm -pitch -pattern -sound</p> <p>Children learn simple chants to repeat and continue.</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Pitch</p> <ul style="list-style-type: none"> •Go on sound walks and listen to sounds in the school environment and teacher introduce vocabulary of high and low pitch sounds. •Play games involving low and high voices • Explore percussion sounds to enhance storytelling, e.g. <ul style="list-style-type: none"> o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps. | <p>Singing: Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).</p> <p>Listening: Listening to recorded music Listening to live music</p> <p>Composing: -Understand the difference between creating a rhythm pattern and a pitch pattern. -Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Pitch: Listen to sounds in the local school environment, comparing high and low sounds.</p> | <p>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>Listening: Listen to music from a range of time periods and countries Listen to a range of music genres</p> <p>Composing: Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Pulse/Beat</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple |
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| | | <p>Performance: Performing to class Performing to group Performing to year group</p> | <ul style="list-style-type: none"> • Sing familiar songs in both low and high voices and talk about the difference in sound. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <p>Performance: Performing to class Performing to group Performing to year group</p> | <p>Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</p> <p>Performance: Recorders Performing to class Performing to group Performing to year group</p> |
| | Summer | <p>Singing Introduce Do, Re, Mi, Fa, So, La, Ti, Do (Solfege) Listening: Listening to live music Composing: Use body to create percussion sounds.</p> <p>Musicianship/Instrumental performance/ performance:</p> <p>Rhythm • Join in repeated rhythms led by the teacher in a group • Join in word pattern chants led by the teacher in a group</p> <p>Performance: Performing to class Performing to group Performing to year group</p> | <p>What can I hear? (LCC) Peace at Last</p> <p>Singing: Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Listening: Understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. The listening skills are the same for each year group, however, the depth at which children can analyse the music and its origin will deepen with each year group, furthermore, the music they are exposed to will allow them to develop these skills further.</p> | <p>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control. Listening: Listening to recorded music Listening to live music</p> <p>Composing: • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds</p> <p>Musicianship/Instrumental performance/ performance: Pitch • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> |

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| | | | <p>Composing:</p> <ul style="list-style-type: none"> -Use music technology to capture, change and combine sounds. -Recognise how graphic notation can represent created sounds. Explore and invent own symbols <p>Musicianship/Instrumental performance/ performance:</p> <p>Pulse/Beat:</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. cater-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <p>Performance:</p> <p>Performing to class Performing to group Performing to year group in assembly</p> | <ul style="list-style-type: none"> • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion <p>Performance:</p> <p>End of year performance to whole school and parents</p> <p>Performing to class</p> <p>Performing to group</p> <p>Performing to year group</p> |
| PE/PD | Autumn | <p>Gymnastics</p> <ul style="list-style-type: none"> • Val Sabin Unit A (Travelling) • Val Sabin Unit B (Stretching and curling) <p>Developing fine motor skills: pencil grip</p> | <p>Outdoor Games</p> <p>Val Sabin Unit 1/2</p> <ul style="list-style-type: none"> -Ball skills and games -Throwing and catching (Aiming games) <p>Dance</p> <ul style="list-style-type: none"> -Move like a toy <p>Gymnastics</p> | <p>Outdoor multi-skills</p> <ul style="list-style-type: none"> - Skipping - Val Sabin Unit 1 (Throwing and catching and Inventing games) - Val Sabin Unit 2 (Making up games with a partner, aiming, hitting, kicking) <p>Gymnastics</p> |

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| | | (Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases) | Val Sabin Unit D -Flight/bouncing/jumping and landing | - Val Sabin Unit H (Parts High and Low) - Val Sabin Unit I (Pathways, straight, zig zag and curling) |
| | Spring | Dance <ul style="list-style-type: none"> • Val Sabin Unit 1 • Val Sabin Unit 2 Developing fine motor skills: cutting (Use a range of small tools, including scissors, paintbrushes and cutlery) | Outdoor Games Val Sabin Unit 3/4 -Bat/ball skills and games -Developing partner work Dance -African Animals Gymnastics Val Sabin Unit E -Points and Patches | Outdoor multi-skills <ul style="list-style-type: none"> - Val Sabin Unit 3 (Dribbling, kicking and hitting) - Val Sabin Unit 4 (Group games and inventing games) Dance <ul style="list-style-type: none"> - Val Sabin Unit 1 Yoga |
| | Summer | Games <ul style="list-style-type: none"> • Val Sabin Unit A (focus on using bean bags) Sports day <ul style="list-style-type: none"> • Working together as a team • Team building Developing fine motor skills: letter formation and handwriting (Begin to show accuracy and care when drawing.) | Outdoor Games multi-skills/sports day Yoga Gymnastics Val Sabin Unit F Rocking/rolling | Indoor <ul style="list-style-type: none"> - Dance (dance residency) Outdoor - Sports day <ul style="list-style-type: none"> - Working together as a team - Team building |