

YEAR B YEARS 1 AND 2	AUTUMN		SPRING		SUMMER	
	Great Places (Places Around the World)	How Have People Changed the World? (The Environment)	Healthy Body, Healthy Mind (Fabulous Food)	From Stonehenge to The Shard (Travel and Transport)	The Air That We Breathe (Wonderful Weather)	People From Around The World (Famous People)
Starter/Visit		Visit to rectory	Tesco Trip	Transport Museum		BeWILDerwood
English	T4W Mr Wiggle and Mr Waggle Writing conversation Describing characters/setting. Story writing Captions	T4W Peter and the wolf (warning tale) Story writing Fact files Poetry	T4W Little Charlie Instructions Recounts Lists	T4W Lost and Found (Journey) Recounts Letters	T4W Dogger (Losing tale) Story writing Character description Empathy focus	T4W Cinderboy (rags to riches) Recounts Poetry Information texts
Reading	Explicit teaching of comprehension skills based on high quality literature, including fairy tales and traditional tales, stories about space, non-fiction texts Explicit teaching of comprehension skills based on Reading Explorers Skills taught and reinforced: Vocabulary, Infer, Predict, Explain, Retrieve, Sequence					
SPAG focus	Regular plural noun suffixes (s/es) Suffixes that can be added to root word where no change of spelling is needed in root word How the prefix un- changes the meaning of nouns or adjectives How words can combine to make sentences Joining words and clauses using and Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks Capital letters for names and the personal pronoun				Formation of nouns using suffixes and by compounding Formation of adjectives using suffixes Using suffixes –er and –est in adjectives and using –ly to create adverbs Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases for description Recognise statements, questions, exclamations or commands Correct choice and consistent use of present and past tense Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes for omission and singular possession	
Maths	See Rising Stars Maths Curriculum					
RE						
Science	<b>Seasonal Changes</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<b>Living Things and their Habitats</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> </ul>	<b>Animals Including Humans</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults.</li> <li>Explore and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<b>Use of Everyday Materials</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify and compare the uses of a variety of everyday materials (including wood, metal, plastic, glass, brick, rock, paper and cardboard).</li> <li>Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<b>Seasonal change</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<b>Use of everyday materials</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify and compare the uses of a variety of everyday materials (including wood, metal, plastic, glass, brick, rock, paper and cardboard).</li> <li>Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
History	USA and Thanksgiving Chinese New Year Ancient Egypt Customs and Traditions.	History of Belton and changes over time. Learning about the history of environments from historical artwork.	History of food How foods were preserved in the past	Learning about the history of transport over time: Early transport - Viking longboats Cars - Timelines from the first car to now. Trains - George Stephenson Flight - the Wright Brothers, Montgolfier brothers.		Learning about the life and achievements of: Winston Churchill, Mary Seacole, Florence Nightingale, The Queen, James Dyson, Brunel, The Beatles, Van Gogh, Andy Goldsworthy, Nelson Mandela.

<b>Geography</b>	Learn about different countries and their place in the world, their customs and traditions, their animals and people. Looking at physical and human features of our local area and country. Learn about the United Kingdom and it's countries and capital cities. Using maps, atlases and globes. Learn the continents and oceans of the world.	Looking at physical and human features of our local area. Field skills. Using fieldwork and observational skills study the school environment.	Where different foods come from in the world.	Using maps, atlases and globes.	Studying weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans Use compass directions.	
<b>Computing</b>	Word processing skills		Coding/programming.		Internet safety/ computer art.	
<b>DT</b>	Designing and making items linked to countries customs and traditions. Eg: A new flag, Chinese dragon, Chinese lantern, a clay echidna, an Egyptian sarcophagus, a jewelled scarab beetle. Using a selection of different tools and evaluating their designs.		To understand where food comes from. Understand and create a healthy and varied menu. Evaluate designs.	To build structures and improve their design for a practical purpose. eg: wheels Design and make a movable vehicle Evaluate and improve the design. Use a selection of tools and materials to make a viking longboat.	Creating season wheels by using a selection of tools and materials.  Designing and creating vacuum cleaners from recycled materials. Making bridges to hold cars, by improving and strengthening their designs. Designing Madiba shirts, Making flower power headbands. Designing CD covers. Creating lanterns.	
<b>Art and Design</b>	Using different media and drawing and painting skills to create artwork inspired from other countries customs and traditions. Eg: aboriginal art.	Make observational drawings from plants and animals from the environment. Make ecoart from a range of materials and natural products. Learning about the environment from artwork.	Using food to create artwork.	Using different media to create artwork based on historical designers.	In the context of creating seasonal pictures and weather wheels.  Painting portraits of the Queen. Creating art based on the starry night by Van Gogh. Creating environmental artwork from natural materials collected.	
<b>Music</b>	Hey You	Rhythm in the Way We Walk and The Banana Wrap	In the Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
<b>PE</b>	Multi skills/Agility, Balance & Control, Throwing, Rolling	<b>Gymnastics</b> Use of Flexibility, technique, control and balance	<b>MTM/ETM</b> movement/exercise to music/ Dance	<b>Invasion Games</b> Basketball, Football, Netball, Hockey, Rugby	<b>Striking /fielding</b> Rounder's, Cricket, T-Ball	<b>Sports Day Activities</b>