



**Autumn 1  
PASSPORT TO  
THE WORLD**

**Autumn 2  
HEROES AND  
VILLAINS**

**Spring 1  
ONCE UPON A  
TIME**

**Spring 2  
OUT OF THIS  
WORLD**

**Summer 1  
HOT AND COLD  
(1)**

**Summer  
HOT AND COLD  
(2)**

**Mathematics**

**Place Value:  
Counting**

- Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward

**Place Value:  
Represent**

- Read and write numbers to at least 100 in numerals and words
- Identify, represent and estimate numbers using different representation including the

**Addition and  
Subtraction: Recall,  
represent, use**

- Recall and use addition and subtraction facts fluently to 20 and use related facts up to 100
- Show that addition of two numbers can be done in any order (commutative) and subtraction from one number to another cannot
- Recognise and use the inverse

**Measurement:  
Money**

- Recognise and use symbols for £ and p, combine amounts to make a particular value
  - Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Measurement:  
Length and Height**

- choose and use appropriate standard units to estimate and measure length and height m/cm using rulers
- compare and order using the equality symbols

**Measurement:  
Mass, Capacity  
and Temperature**

- choose and unit standard units to measure mass kg and g, temperature, degrees C and capacity l and

**Number: Fractions**

- Recognise, find and name and write fractions  $\frac{1}{3}$   $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$  of a length, shape or set of objects
- Recognise the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$

**Fractions:  
Calculations**

- write simple fractions eg  $\frac{1}{3}$  of 6 =3
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Revision and Statutory Assessments

**Statistics: Present  
and Interpret**

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

**Statistics: Solve  
Problems**

- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about

	<p>number line</p> <p><b>Place Value: Use PV and compare</b></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two-digit number (tens and ones)</li> <li>Compare and order numbers from 0 up to 100 using equality symbols</li> </ul> <p><b>Place Value: Problems and rounding</b></p> <ul style="list-style-type: none"> <li>Use place value and number facts to solve problems</li> </ul>	<p>relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p><b>Addition and Subtraction: Calculations</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers using concrete objects, pictorial representation and mentally, including</li> </ul> <p>*a two digit number and ones  *a two digit number and tens  * two two-digit numbers  * adding three one digit numbers</p>	<p><b>Multiplication and Division: Recall, represent, use</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2 5 and 10 multiplication tables including recognising odd and even numbers</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul> <p><b>Multiplication and Division: Calculations</b></p> <ul style="list-style-type: none"> <li>Calculate statements</li> </ul>	<p>ml to the nearest appropriate unit using scales, thermometers and measuring vessels</p> <p>compare and order mass/volume and capacity and record the results using the equality symbols</p>		<p>totalling and comparing categorical data</p> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)</p> <p><b>Measurement: Time</b></p>
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		<p><b>Addition and Subtraction: Solving Problems</b></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction</li> </ul> <p>*using concrete objects and pictorial representations, involving those involving quantities, numbers and measures</p> <p>*applying their increasing knowledge of mental and written methods</p> <p><b>Geometry: 2D and 3D Shape</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2d shapes, including the number of sides and line symmetry in a vertical line</li> <li>Identify 2d shapes on the</li> </ul>	<p>for multiplication and division within the multiplication tables and write them using the multiplication, division and equal signs</p> <p><b>Multiplication and Division: Solving Problems</b></p> <ul style="list-style-type: none"> <li>Solve problems using multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in</li> </ul>			<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minute intervals, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><b>Problem Solving and efficient methods across all 4 rules</b></p> <p><b>Investigations and Reasoning</b></p>
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		<p>surface of 3d shapes</p> <ul style="list-style-type: none"> <li>• Compare and sort common 2d shape and everyday objects</li> <li>• Recognise and name common 3d shapes</li> <li>• Compare and sort common 3d shapes and everyday objects</li> </ul>	<p>contexts</p>			<p><b>Address any Gaps in Learning</b></p> <p><b>Revisit inverse relationships between addition and subtraction and use this to check answers and solve missing number problems</b></p>
<p><b>Literacy</b></p>	<p><b>Writing Contemporary and Familiar Settings – (Fiction Unit)</b>  Gregory Cool (text)</p> <p>Writing Passports</p> <p>Postcards</p> <p>Holiday stories</p> <p>Diary Writing (real and imagined)</p>	<p><b>Writing Non Fiction -</b>  Historical Writing  Guy Fawkes Recount</p> <p><b>Fiction Unit –</b> The Highway Rat (text)</p> <p>Writing Newspaper Reports</p> <p>Character Descriptions</p> <p>Writing Instructions</p>	<p><b>Writing Fiction Unit - Traditional tales</b>  The Three Little Wolves and the Big Bad Pig (text)  Jim and the Beanstalk (text)</p> <p>Range of traditional tales for story time</p> <p>Character Descriptions</p>	<p><b>Writing Non Fiction -</b>  Big Book The First Lunar Landing (text)</p> <p>Writing fact files/biographies of lives of significant individuals (Neil Armstrong, Buzz Aldrin and Michael Collins)</p> <p>Newspaper reports</p>		<p><b>Writing Non Fiction -</b> range of non-fiction texts about African animals</p> <p>Factual writing - African animals, Safari Fact Sheet</p> <p>Writing non-chronological Reports</p> <p>Recount trip to the Safari Park</p> <p><b>Fiction Unit</b></p> <p>African Animals Poetry  Nonsense Poems</p>

	<p>Recount (trip to the airport tbc)</p> <p><b>Poetry Week</b> – The Owl and the Pussycat (celebrating National Poetry Week)</p> <p><b>Grammar and Punctuation</b></p> <p>Writing Sentences (statements, questions, commands, and exclamations)</p> <p>Using co-ordinating and subordinating conjunctions</p> <p>Capital letters for proper nouns</p> <p><b>Spelling and Handwriting</b></p> <p>Letters and Sounds Phase 5 (alternative sounds)</p> <p>Common Exception</p>	<p>(1)</p> <p>Diary Writing (real and imagined)</p> <p><b>Grammar and Punctuation</b></p> <p>Improving sentences using expanded noun phrases</p> <p>Plurals – regular plurals noun suffixes – s -es</p> <p>Using commas in lists</p> <p>The Imperative Form (command sentences)</p> <p>Correctly demarcating sentences using full stops, question and exclamation marks</p> <p>Homophones and near homophones</p> <p><b>Spelling and</b></p>	<p>Diary Writing (real and imagined)</p> <p>Writing additional chapters... in the style of...</p> <p>Story writing and planning - The Story Hand – writing alternative version of a traditional tale</p> <p><b>Grammar and Punctuation</b></p> <p>Homophones, antonyms and synonyms</p> <p>Nouns, verbs and adjectives</p> <p>Questioning Sentences Forming Adverbs with ly</p> <p>Contractions – apostrophe of omission</p> <p>Recap - range of</p>	<p>(historical writing)</p> <p><b>Writing Fiction Unit</b></p> <p>Toys in Space (text)</p> <p>Character Descriptions</p> <p>Setting the scene</p> <p>Lost Advert</p> <p>Diary Writing (real and imagined)</p> <p>Writing Instructions (2)</p> <p><b>Grammar and Punctuation</b></p> <p>Subject/Verb agreement – past and present tense</p> <p>The possessive apostrophe</p>	<p>Range of additional writing tasks to support writing standards</p> <p><b>Grammar and Punctuation</b></p> <p>Subject/Verb agreement forming the present, progressive tense (present, continuous tense)</p> <p>Suffix - ing</p> <p>Forming nouns using –er</p> <p>Plurals –ies</p> <p>Adjectives with –er –est</p> <p><b>Spelling and Handwriting</b></p> <p>Letters and Sounds Phase 5 and 6</p> <p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p>
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	<p>Words (Y2 list)</p> <p>Recap on correct letter formation (f and k) lower case/upper case, clear spacing</p> <p>Introduce Handwriting Books for weekly practice of letter formation</p> <p>Introduction to the joins leading to cursive script (Join 1)</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>	<p><b>Handwriting</b></p> <p>Letters and Sounds Phase 5 (alternative sounds)</p> <p>Common Exception Words (Y2 list) Letter formation leading to cursive script</p> <p>In addition, rules not covered in Letters and Sounds (from Statutory Y2 list))</p>	<p>punctuation</p> <p>Recap – co-ordinating and sub-ordinating conjunctions</p> <p><b>Spelling and Handwriting</b></p> <p>Letters and Sounds Phase 5 (alternative sounds)</p> <p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>	<p>Suffixes</p> <p><b>Spelling and Handwriting</b></p> <p>Letters and Sounds Phase 5 and 6 (alternative sounds, suffixes)</p> <p>Common Exception Words (Y2 list)</p> <p>Letter formation leading to cursive script</p> <p>In addition rules not covered in Letters and Sounds (see overview for further guidance)</p>		
	<p><b>Religious Education (Come and See)</b></p>	<p>New Beginnings Signs and Symbols (Baptism)</p>	<p>Signs and Symbols Hinduism and Judaism (other faiths)</p>	<p>Books Thanksgiving</p>	<p>Thanksgiving Opportunities (Lent/Easter)</p>	<p>Spread the Word (Pentecost) Rules</p>

		Preparations (Advent)			
<b>Science</b>	Animals – including humans (basic needs, balanced diet)	Needs of a plant Growing a poppy seed Life Cycles	Materials – uses and properties Classifying materials Growing bean plant Importance of exercise and diet		African animals and Polar animals – habitats Food chains Plants in hot and cold regions
<b>Computing</b>	<b>Purple Mash 2.2</b> Online Safety Essential Skills Fact File – word processing	<b>Purple Mash 2.8</b> Presenting Ideas Creating E Books (The Gunpowder Plot)	<b>Purple Mash 2.4</b> Questioning Pictograms, binary trees and databases (Fairy tales – an investigation)	<b>Purple Mash 2.5 and 2.3</b> Effective Searching Internet Research (The Moon Landing) Spreadsheets (a mission to the moon)	<b>Purple Mash 2.6, 2.7 2.1</b> Creating Pictures – African patterns Making Music – African sounds Coding
<b>History</b>	Celebration of Black History (discrete unit)	Guy Fawkes and the Gunpowder Plot Timelines and chronology Sources of information Using common words relating to passing of time (historical writing) Poppy Day – Remembrance		The First Lunar Landing Timelines and chronology Lives of Significant Individuals	Famous explorers of the Africa and Polar regions
<b>Geography</b>	Recap – capital cities of the UK (characteristics) Name the five oceans Name the continents				Human and physical features of hot and cold places Comparison of African village (Chereponi) with Billinge Where is Chereponi in relation to the Equator?

	Explore/use atlases and globes				Compare with the Polar regions NSEW – identify some different countries on a map of Africa	
<b>Art</b>	Artist – Roy Lawaetz (Caribbean Art) Explore a range of materials to recreate artist's work Create a piece in the style of Roy Lawaetz Self Portraits				African art and artists Repeating patterns	
<b>Music</b>	Calypso Music Steel drum band		Composition – create a soundscape using tuned/untuned instruments		African drumming	
<b>Design Technology</b>		Create a moving superhero scene – using sliders, levers and wheels	Food Technology – beans and pulses Making healthy soup	Design and make space – themed puppet	African masks African jewellery African safari vehicles	
<b>Physical Education</b>	Dodging 1	Explorers	Pathways	Jumping 1	Hands 1	Team Building
<b>Happy Healthy Me</b>	<b>Marvellous Me Unit</b>  British Values  Families – What is diversity? (1 Equality Curriculum)	<b>Working Together Unit</b>  Rules and responsibilities  Sharing our World (2 Equality Curriculum)	<b>Being Responsible Unit</b>  Making choices (money) Making choices (online)  Drugs, alcohol and	<b>Good to be Me Unit</b>  Managing my feelings and the feelings of others  Feeling Proud – finding solutions when	<b>Relationships Unit Journey in Love</b>  Belonging to communities  Relationships with different people	<b>Changes Journey in Love</b>  Recognising changes in myself and others  Natural changes in humans



	<p>Feelings</p> <p>Keeping Healthy</p> <p>Good and bad choices</p> <p>Setting goals</p>	<p>Keeping safe – Bonfire Night and the Firework Safety Code</p> <p>Co-operating with others</p> <p>Community</p> <p>Needs of humans and animals</p> <p>Say no to bullying!</p>	<p>tobacco</p> <p>Environment (school, local, world)</p> <p>Getting on and falling out (link to the three little wolves and the Big Bad Pig)</p>	<p>things go wrong (3 Equality Curriculum)</p> <p>Privacy and Respecting boundaries</p> <p>Building Resilience</p> <p>Relaxation</p>	<p>Celebrating difference – feeling proud of being different (4)</p> <p>Working with everyone in our class (5 Equality Curriculum)</p> <p>Acceptable and unacceptable forms of physical contact</p> <p>(NSPCC Pants Rule)</p> <p>Male and Female similarities and differences</p>	<p>Habits and how to change them</p> <p>Overcoming obstacles to achieve a goal</p> <p>Naming the body parts</p>
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