

Year Group Year	Half Term 1 1/9/20-23/10/20 8 weeks	Half Term 2 2/11/20-18/12/20 7 weeks	Half Term 3 4/1/21-12/2/21 6 weeks	Half Term 4 22/2/21-1/4/21 6 weeks	Half Term 5 19/4/21-28/5/21 6 weeks	Half Term 6 7/6/21-21/7/21 6 weeks 3 days
Whole Academy Theme	Being me in my world ... PSHE Geography	Celebrating difference PSHE RE/History	Time travellers History	The nature of life Science	The World We Live In Geography	Eat Well, Move More we're going to the Olympics Science
Name of year group project	Marvellous Me	Different People Different Talents	The Victorians	What lies Beneath?	Around the World	Fitness First!
'Hook' – first-hand experience	Green fingers afternoon	Boxing coach visior	The Victorian classroom	The Deep	Continents explore dome	EIS visit
Parental engagement event/session/exhibition	Online showcase of work PPT	Online video showcase	Victorian games workshop	Art gallery	Sketching session	Fitness class
Curious Questions	How do you plant a seed? How does a plant survive? How does a plant change over time? How can you use pencils to make different tones? Where do you live? What do you like about where you live? What do you not like about where you live? What makes you special? What are the capital cities of the United Kingdom countries?	What is your talent? Who is Mohammed Ali? Why was Mohammed Ali important? What is a fair test? What are variables? What patterns can you see? How has the artist used shape?	What were Victorian schools like? Who is Queen Victoria? Why is Queen Victoria important? Who invented the petrol car? How has transport changed? Who is Mary Seacole? Why was Mary Seacole significant? What is a Victoria classroom like compared to a modern classroom? How do cars move on different surfaces?	What are the different oceans called? What is a habitat? What is the difference between a habitat and a microhabitat? How do animals obtain their food? What is the food chain of a shark? What lives under the sea? How do you join two clay parts?	What are the continents of the world? Where do camels live? Why is that habitat suitable for them? What animals would live in a jungle? Why? Can you describe features of an island? What is a textile? How do you connect two pieces of textiles to make a puppet?	How can we keep our bodies healthy? What are the different food groups? What is 5 a day? What happens to your body when you exercise? What do humans and animals need for survival? What foods are healthy? What is a balanced diet? What are the different food groups? How can I stay hygienic, as I grow older?
PSHE – Jigsaw 9 habits	Being Me in My World Identifying hopes and fears of moving to Year 2.	Celebrating Difference Recognising differences between friends and families.	Dreams and Goals Working together to create a product, Identifying our group goals.	Relationships Identifying good relationships between me and my friends. Discussing how to deal with conflicts.	Changing Me Recognising the physical differences between boys and girls. Knowing that some parts of my body are private.	Healthy Me Making healthy snacks and knowing why they are good for us.
Safeguarding	-Recognising worries and being able to ask for help. -Understand safety and fairness in class.	-Boys and girls stereotypes -Bullying – What it is and how to prevent it. -How to ask for help when we need it.	(Not within Jigsaw) Water safety	-Physical contact – how to greet a friend and how to share my feelings if I don't like physical contact. -People who can help – who to talk to if you are upset or worried.	Recognising the physical differences between boys and girls. Knowing that some parts of my body are private.	-Healthy Eating – Knowing what foods are healthy. -Substance misuse – substances (such as cleaning products) that we should avoid in school and at home.

Key Text	<p>Writing</p> <p>Can I build another me? The Secret Sky Garden A seed is sleepy</p> <p>Novel</p> <p>The Billy Goats Gruff Little Red Riding Hood The Tree Little Pigs</p>	<p>Writing</p> <p>Ada Twist, Scientist Little People Big Dreams: Mohammed Ali</p> <p>Novel</p> <p>Perfectly Norman Ruby's worry Ravi's Roar Meesha makes friends</p>	<p>Writing</p> <p>Hoorah for Mary Seacole The Spider and the Fly</p> <p>Novel</p> <p>Fantastically Great Women Who Changed The World</p> <p>Major Glad and Major Dizzy</p>	<p>Writing</p> <p>Sea Horse the shyest fish in the sea The Storm Whale</p> <p>Novel</p> <p>Manfish Flotsam Dougal's Deep-Sea Diary</p>	<p>Writing</p> <p>Paddington Meerkat Mail Dear Greenpeace</p> <p>Novel</p> <p>Here we are Lost and found Stuck The incredible book eating boy</p>	<p>Writing</p> <p>Get Some Rest, Sleeping Beauty Eat your Greens, Goldilocks Keep Running, Gingerbread Man</p> <p>Novel</p> <p>George's Marvellous Medicine</p>
English (Reading)	<p style="text-align: center;">Word Reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> <p style="text-align: center;">Comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					
English (Writing)	<p><u>Leaflet</u></p> <p>Create an 'all about me' leaflet</p> <p><u>Description</u></p>	<p><u>Narrative writing</u></p> <p>Innovate the story of Ada Twist.</p> <p><u>Recount</u></p>	<p><u>Biography</u></p> <p>Mary Seacole</p> <p><u>Diary</u></p>	<p><u>Non-chronological Report</u></p> <p>Seahorse</p> <p><u>Recount</u></p>	<p><u>Postcard</u></p> <p>Postcard from a chosen country.</p> <p><u>Narrative Writing</u></p>	<p><u>Non-Chronological report</u></p> <p>How to keep fit and healthy</p> <p><u>Instructions</u></p> <p>How to make a healthy pizza</p>

	<p>Description of themselves</p> <p><u>Instructions</u> How to make a robot</p>	<p>Recount the events of a science experiment</p> <p><u>Diary</u> Dairy entry from Mohammed Ali.</p>	<p>Diary entry from Mary Seacole</p> <p><u>Poetry</u> Innovate poem of the spider and the fly</p>	<p>Recount of the visit to the Deep</p> <p><u>Poetry</u> An under the sea poem.</p>	<p>Innovate the story of Paddington</p> <p><u>Leaflet</u> All about a chosen animal.</p>	<p><u>Narrative Writing</u> Innovate children's fairy-tale to promote healthy living.</p>
SPaG/Phonics	<p>Phase 5 Phonics</p> <p>Use of capital letters, full stops, question marks and I can describe the ingredients I am using.</p> <p>exclamation marks</p> <p>Conjunctions</p> <p>Present and past tense</p>	<p>Phase 5 Phonics</p> <p>Commas in a list</p> <p>Contracted forms</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding</p>	<p>Phase 6 Phonics</p> <p>Dictation</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Types of words (adjective, noun, verb)</p>	<p>Phase 6 Phonics</p> <p>Possessive apostrophe</p> <p>Use of the suffixes -er, -est in adjectives and -ly to turn adjectives</p> <p>Expanded noun phrases for description</p>	<p>Phase 6 Phonics</p> <p>Subordination and coordination</p> <p>Expanded noun phrases for description and specification</p> <p>Homophones and near homophones</p>	<p>Phase 6 Phonics</p> <p>Types of sentences</p> <p>Progressive form of verbs</p> <p>Compound words</p>
Maths	<p>Numbers within 100</p> <p>Add and subtract 2 digit numbers</p> <p>Addition and subtraction word problems</p>	<p>Measuring length</p> <p>Graphs</p> <p>Multiplication and division by 2, 5 and 10</p> <p>Time</p>	<p>Fractions</p> <p>Addition and subtractions 2 digit numbers (regrouping and adjusting)</p> <p>Money</p>	<p>Faces, shapes and patterns; lines and turns</p> <p>Numbers within 1000</p> <p>Measuring capacity and volume</p>	<p>Mass</p> <p>Exploring calculation strategies</p> <p>Multiplication and division by 3 and 4</p> <p>Time</p>	<p>Addition and subtractions 2 digit numbers (regrouping and adjusting)</p> <p>Addition and subtraction word problems</p> <p>Multiplication and division</p>
Science	<p>Science <u>Plants</u> I can describe how seeds and bulbs grow into plants. I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p> <p><u>Working Scientifically</u> I know how to use simple equipment to make observations. I know how to ask simple scientific questions. I know how to carry out simple tests. I know how to explain to others what I have found out. I know how to use simple data to answer questions.</p>	<p>Science <u>Working Scientifically Talent experiment.</u> Is it true people who are taller are better at basketball?</p> <p>I know how to use simple equipment to make observations. I know how to ask simple scientific questions. I know how to carry out simple tests. I know how to explain to others what I have found out. I know how to use simple data to answer questions.</p>	<p>Science <u>Everyday Materials</u> I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>I can suggest why a material might or might not be used for a specific job.</p> <p>I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p> <p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways. Observe closely using simple equipment. Performing simple tests.</p>	<p>Science <u>Living things and their habitats</u> I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). (Recap Y1)</p> <p>I can identify and name plants and animals in a range of habitats</p> <p>I can name a variety of animals including fish, amphibians, reptiles birds and mammals. (Recap Y1)</p> <p>I can classify and name animals by what they eat (carnivore, herbivore and omnivore). (Recap Y1)</p>	<p>Science <u>Living things and their habitats</u> I can describe how animals find their food. I can explain the basic stages in a life cycle for animals, including humans. I can name some different sources of food for animals. I can describe how animals find their food. I can match living things to their habitat. I can identify things that are living, dead and never lived.</p>	<p>Science <u>Animals including Humans</u> Notice that animals, including humans, have offspring, which grow into adults. Find out about and describe the basic needs of animals, including humans for survival. Describe the importance for human exercise, eating the right amounts of different types of food and hygiene.</p>

				<p>I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><u>Working Scientifically</u> Identify and classifying.</p>	<p><u>Working Scientifically</u> Identify and classifying.</p>	
<p>Foundation subjects</p> <p>Computing Art Design and technology History Geography Music PE RE</p>	<p>Geography</p> <p>I name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>I can find where I live on a map of the United Kingdom.</p> <p>I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>I know about the facilities that a village (Hooton Pagnell), town (Rotherham) and city (Sheffield) may need and give reasons.</p> <p>I use the directional vocabulary: near; far; left; right to explain where a location is.</p> <p>Technology (Robots)</p> <p>I can think of an idea and plan what to do next.</p>	<p>History</p> <p>I can research the life of a famous person from the past using different sources of evidence. Mohammed Ali. (Through Literacy text)</p> <p>I can answer questions using books and the internet.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>Art and Design (Islamic art)</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>I can suggest how artists have used colour, pattern and shape.</p>	<p>History</p> <p>I can recount the life of someone famous in Britain who lived in the past. I can explain what they did earlier and what they did later. (Mary Seacole)</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>Technology (Moving vehicles Science and transport History link)</p> <p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can explain what went well and didn't go well.</p>	<p>Geography</p> <p>I name the world's oceans and locate them on a map.</p> <p>I use the directional vocabulary: near; far; left; right to explain where a location is.</p> <p>I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>Technology</p> <p>I can describe the ingredients I am using. (Hot cross buns R.E link)</p> <p>Art and Design (Create an under the sea animal using clay)</p> <p>I can make a clay pot. I can join two clay finger pots together.</p> <p>I can mix paint to create all the secondary colours.</p>	<p>Geography</p> <p>I name the continents of the world and locate them on a map.</p> <p>I know what I like and do not like about a place that is different to the one I live in.</p> <p>I describe a place outside Europe using geographical words.</p> <p>I use the directional vocabulary: near; far; left; right to explain where a location is.</p> <p>I know how jobs may be different in other locations.</p> <p>I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>Technology (Meerkat puppets)</p>	<p>History</p> <p>I can find out things about the past by talking to an older person about how sports/games have changed/stayed the same.</p> <p>I can use words and phrases like: before, after, past, present, then and now to compare sports/games from the past and present.</p> <p>Art (Study Coubertin- who designed the Olympic rings logo and create a new logo for the Olympics using IT)</p> <p>I can use different effects within an IT paint package.</p> <p>Music</p> <p>I can make connections between notations and musical sounds.</p>

	<p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>Art and Design (Finona Lumbers – recreate skyline with flowers using charcoal and water colours)</p> <p>I can choose and use three different grades of pencil when drawing.</p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p>I can use charcoal, pencil and pastel to create art.</p> <p>Computing I know the difference between email, blogs and wikis. I use technology respectfully. I know where to go for help if I am concerned. I know how technology is used in school and outside of school. I can send an receive an email as a class. I can use a password to access the secure network.</p> <p>PE <u>Games</u> <u>Throwing and catching</u> Master basic movements including running, jumping, throwing and catching. Apply basic movements in a range of activities.</p>	<p>Computing I can organise digital content. I can retrieve and manipulate digital content.</p> <p>I can navigate the web to complete simple searches.</p> <p>I have begun to evaluate websites and know that everything on the internet is not true.</p> <p>I know that it is not always possible to copy some texts and pictures from the internet.</p> <p>I follow the school's safer internet rules.</p> <p>I can use the search engines agreed by the school.</p> <p>I know what to do if I find something inappropriate online or something I'm unsure of.</p> <p>Music I can sing and follow a melody.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.</p> <p>PE <u>Dance</u> Develop balance and co-ordination. Perform dances using simple movement patterns. Use different movements and body shapes.</p>	<p>PE <u>Gymnastics</u> Shapes using apparatus Travel Travel using apparatus Balance Dynamic Balance</p> <p>RE How and why do people pray?</p> <p>Computing I have begun to evaluate websites and know that everything on the internet is not true.</p> <p>I know that it is not always possible to copy some texts and pictures from the internet.</p> <p>I follow the school's safer internet rules.</p> <p>I can use the search engines agreed by the school.</p> <p>I know what to do if I find something inappropriate online or something, I'm unsure of.</p> <p>I can use the internet for learning and communicating with others, making choices when navigating through sites.</p>	<p>I can create brown with paint. I can create tings with paint by adding white. I can create tones with paint by adding black.</p> <p>Music I can play simple rhythmic patterns on an instrument.</p> <p>I can sing or clap increasing and decreasing tempo.</p> <p>PE <u>Gymnastics</u> Rolling Jumping Jumping using apparatus Large apparatus Rhythmic apparatus</p> <p>RE Who celebrates what and why?</p> <p>Computing I understand the different methods of communication.</p> <p>I know that websites sometime include pop-ups that take me away from the main site.</p> <p>I know bookmarking is a way to find information quickly.</p>	<p>I can think of an idea and plan what to do next.</p> <p>I can choose tools and materials and explain why I have chosen them.</p> <p>I can join materials and components in different ways.</p> <p>I can explain why I have chosen specific textiles.</p> <p>I can measure materials to use in a model or structure.</p> <p>Computing I can use a range of instructions (e.g. direction, angles, turns). I can test and amend a set of instructions. I can find errors and amend. (debug) • I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms are used on digital devices. I understand that programs require precise instructions.</p> <p>Music I can order sounds to create a beginning, middle and an end.</p> <p>I can create music in response to different starting points.</p> <p>I can choose sounds which create an effect.</p> <p>I can use symbols to represent sounds.</p> <p>PE</p>	<p>I can listen out for particular things when listening to music.</p> <p>I can improve my own work.</p> <p>PE <u>Tactics in Games</u> <u>Football focus</u> Move with a ball. Use space when passing and receiving. Know how to make or deny space when attacking and defending. Use attacking and defending skills in a game. To follow rules to play a game</p> <p>RE What makes some people inspiring to others?</p> <p>Computing I know you should only open emails from a known source. I know that personal information should not be shared online. I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</p>
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	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>RE Who am I? Where do I belong?</p>	<p>Work with a partner to create different dance movements. Create movements to represent different parts of a story</p> <p>RE What does it mean to belong? Who celebrates what and why? What is it like to be a Muslim in Sheffield today?</p>			<p><u>Games</u> <u>Hockey</u></p> <p>Hold a hockey stick correctly to hit a ball. Hit a ball that is travelling. Practise and use a simple tactic. Dribbling, attack and defend skills Practise a range of hockey skills. Combine my skills to play a competitive team game.</p> <p>RE What makes some people inspiring to others?</p>	
Festivals and celebrations	<p>Harvest Festival (4th October) International Literacy Day (8th September) Black History Month (1st October)</p>	<p>Christmas (25th December) Bonfire Night (5th November) Anti-bullying week (16th November) Road Safety week (16th November)</p>	<p>Shrove Tuesday (16th February) Burns night (25th January) Chinese New Year (12th February) Safer internet day (9th February)</p>	<p>Easter (4th April) International Woman's day (8th March) World poetry day (21st March)</p>	<p>Ramadan (begins 12th April) Earth Day (22nd April) Bike to school day (5th May) Florence Nightingale's birthday (12th May)</p>	<p>Eid (begins 19th July) World Ocean Day (8th June) Refugee Day (20th June)</p>
Whole Academy events	<p>Parent talks Parents evening</p>	<p>Christmas Production Theatre visit Christmas Dinner Road safety Week</p>	<p>Chinese new year Parents evening</p>	<p>Mother's day dinner World Book day Sports relief</p>	<p>St Georges day Sheffield Book awards</p>	<p>Sheffield Book awards continued Father's day dinner Summer celebration -TBC Sports day</p>