

	Explorers		Toys through Time!		Fitz and Will	
	Autumn 1 Explorers – looking at ourselves and our local area	Autumn 2 Explorers	Spring 1	Spring 2	Summer 1 Fitz and Will	Summer 2 Fitz and Will
Hook	Picture hunt – Who is he/she? What can we find out about them? (Neil Armstrong) Pick 4 explorers, from different cultural backgrounds to support our schools diversity.		Surprise box – What’s inside. Reveal a letter from Augustus the tiger asking the children for help to find his smile. Go for a mini walk trying to find his smile. Then return to class and reveal the pictures inside surprise box and read the story.		Visit from Author of Fitz and Will books Graduation Day	
Key Literature Facilitated using Talk for Writing	What is a child? Beatrice Alemagna A place to call home Alexis Deacon		Augustus and his smile Catherine Rayner 10 things I can do to help the world Melanie Walsh	Rainforest key information text booklet One Plastic Bag – used for topic work	The May Ball Adventure The Graduation Adventure The Boat Race Talk for Writing – innovate and imitate stories Information texts	
First-hand experiences	Exploration of Fawcett Forest school Trumpington Meadows nature reserve Exploration of Library (School and Clay farm)	Visit Clay Farm Library	Junk orchestra – Recycling centre/visitor from centre	Planting cress and sunflower seeds	Visit to Trumpington church - St Mary and St Michael	Boat trip along the Cam
Celebration	Christmas production (invite parents)		Reading cafe for parents		Invite the parents in for graduation ceremony with Fitz and Will present – share learning and knowledge and own stories from the term.	
English Writing	Descriptive writing based on The Little Red Hen and The	Recount (about an experience in school)	Instruction Texts	Text - Information text	Text - The May ball adventure	Text - The Graduation Adventure

	<p>Three Little Pigs – adjectives, verbs and nouns.</p> <p>Grammar focus- simple spelling rules and cvc words.</p> <p>Sentence building based on 'Only One You' – dictating/writing sentences said by teacher and from memory.</p>	Letter writing	Narrative - based on Silly Billy/Leaf	TFW - immerse, imitate, innovate	Diary Entries Newspaper Reports	Narrative writing (set in Cambridge to allow for links with Geography) Letter writing (inviting SLT to graduation)
Reading/Phonics	<p>Follow Phonics International - starting point and revisiting based upon regular assessments.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>Read aloud many words containing taught GPCs, apply their phonics knowledge to decide words.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Talk about events in what is read and heard.</p> <p>Re-read phonetically decodable books to build up fluency and confidence in word reading.</p>		<p>Continue to develop phonics knowledge, addressing gaps and misconceptions.</p> <p>Participate in discussion about what is being read, taking turns and listening to what others say.</p> <p>Say sounds for 40+ graphemes, including at least one for each of the phonemes.</p> <p>Apply phonics knowledge to independent reading skills.</p> <p>Check texts make sense and correct inaccurate reading.</p> <p>Retell some of a familiar story</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p>		<p>Continue to develop phonics knowledge, addressing gaps and misconceptions.</p> <p>Continue to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Draw on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p> <p>Discuss the significance of title and events.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	
Maths White Rose Maths	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> count to and across 100, forwards backwards, beginning with 0 or 	<p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements 	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> solve one step problems involving 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> compare, describe and solve practical 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> Compare, describe and solve practical 	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> count to and across 100, forwards

	<p>1 or from any given number</p> <ul style="list-style-type: none"> ● count, read and write numbers to 100 in numerals, count in multiples of 2, 5 and 10. ● given a number, identify one more / one less ● identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least ● read and write numbers from 1 to 20 in numerals and words ● 	<p>involving addition (+), subtraction (-) and equals (=)</p> <ul style="list-style-type: none"> ● represent and use number bonds and related subtraction facts within 20 ● add and subtract one digit numbers, 2 digit numbers to 20 include zero ● solve one step problems that involve addition, subtraction, using concrete objects and pictorial representations, and missing number problems eg. 7=? -9 	<p>multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher.</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> ● recognise, find and name a half as one of two equal parts of an object, shape or quantity ● recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p><u>Shape</u></p> <ul style="list-style-type: none"> ● recognise and name common 2D and 3D shapes including ● 2D rectangles, squares, circles and triangles ● 3D cuboids, cubes, pyramids, sphere <p><u>Positional language</u></p>	<p>problems for:</p> <ul style="list-style-type: none"> ● length and heights (eg long/short, longer/shorter, tall/short, double/half) ● mass/ weight (eg heavy/light, heavier than, lighter than) ● capacity and volume (eg full/empty, more than/less than, half, half full, quarter) ● time (eg quicker, slower, earlier, later) ● measure and begin to record the following: ● lengths, height ● recognise and know the value of different denominations of coins and notes 	<p>problems for mass/weight (eg heavier, lighter) and capacity/volume (eg full/empty, more than, less than, half full, quarter)</p> <p><u>Time</u></p> <ul style="list-style-type: none"> ● Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. ● Recognise and use language relating to dates, including days of the week, weeks, months and years. ● Tell the time to 	<p>backwards, beginning with 0 or 1 or from any given number</p> <ul style="list-style-type: none"> ● count, read and write numbers to 100 in numerals, count in multiples of 2, 5 and 10. ● given a number, identify one more / one less ● identify and represent numbers using objects and pictorial representations including the number line, and use the language: equal to, more than, less than (fewer), most, least ● read and write numbers from 1 to 20 in numerals and words <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> ● solve one step problems involving
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			<ul style="list-style-type: none"> describe position, direction and movement including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> sequence events in chronological order using language eg before, after, next, first, today, yesterday, tomorrow, morning afternoon, evening recognise and use language relating to dates, including days of the week, weeks, months, years 	<p>the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><u>Money</u></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) represent and use number bonds and related subtraction facts within 20 add and subtract one digit numbers, 2 digit numbers to 20 include zero <p>Solve one step problems</p>	<p>multiplication and division , by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher.</p>
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					that involve addition, subtraction, using concrete objects and pictorial representations, and missing number problems eg. $7=? -9$	
Maths - Mastering Number Programme with NCETM (additional daily focus beyond the main Maths content above)	<p>Subitising</p> <p>Revisit subitising within 5 using perceptual subitising.</p> <p>Practise conceptual subitising of bigger numbers as they become more familiar with the patterns made by the numbers 5-10.</p> <p>Cardinality, Ordinality and Counting</p> <p>Explore the linear number system within 10, looking at a range of ordinal representations.</p> <p>Explore the link between the 'staircase' pattern and a number track.</p> <p>Composition</p> <p>Focus on the composition of numbers within 10, with a particular emphasis on the composition of numbers 6, 7, 8 and 9 as '5 and a bit', as well as exploring the composition of numbers 5 and 6 in-depth.</p> <p>Explore the composition of odd and even numbers, identifying that even numbers are made of 2s and odd numbers are</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Cardinality, Ordinality and Counting</p> <p>Review the linear number system to 10 as they compare numbers.</p> <p>Composition</p> <p>Continue to explore the composition of the numbers 7–9 in-depth, linking this to their understanding of odd and even numbers</p> <p>Explore the composition of 10, developing a systematic approach to finding pairs that sum to 10.</p> <p>Comparison</p> <p>Revisit what is meant by 'comparing' and see that quantities can be compared according to</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Composition</p> <p>Review the composition of numbers within 10, linking these to part-part-whole representations.</p> <p>Practise recalling missing parts for numbers within 10.</p> <p>Comparison</p> <p>Compare numbers within 10, linking this to their understanding of the linear system</p> <p>Use the inequality symbol to create expressions, e.g. $7 > 2$, and use the language of 'greater than' and 'less than'.</p> <p>Reason about inequalities, drawing on their knowledge of the composition of numbers,</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have already explored the composition of</p> <p>Cardinality, Ordinality and Counting</p> <p>Review the linear number system to 10, looking at a range of representations, including a number line.</p> <p>Explore the use of 'midpoints' to enable them to identify the location of other numbers.</p> <p>Composition</p> <p>Review the composition of odd and even numbers, linking this to doubles and near doubles.</p> <p>Explore the composition of the numbers 11–20, seeing representations which show the structure of these numbers as 'ten and a bit'.</p>	<p>Subitising</p> <p>Continue to practise conceptually subitising numbers they have already explored the composition of.</p> <p>Conceptually subitise numbers within 20 as they become more familiar with the composition of numbers within 20.</p> <p>Cardinality, Ordinality and Counting</p> <p>Review the linear number system to 20, looking at a range of representations, including a number line</p> <p>Explore the use of 'midpoints' to enable them to identify the location of other numbers.</p> <p>Composition</p> <p>Continue to explore representations which expose the composition of numbers within 20.</p> <p>Comparison</p>	<p>Subitising</p> <p>Continue to use conceptual subitising, especially when using a rekenrek.</p> <p>Composition</p> <p>Apply their knowledge of the composition of numbers, to calculations within 10 and 20.</p> <p>Comparison</p> <p>Continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</p> <p>Addition and Subtraction</p> <p>Continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</p>

	<p>'an extra 1' – they will link this to the 'shape' of these numbers.</p>	<p>different attributes, including numerosity.</p>	<p>e.g. Is this true or false? 3 and 2 is less than 4.</p> <p>Addition and Subtraction</p> <p>Develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols +, −, or =.</p>	<p>Addition and Subtraction</p> <p>Continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as $4 + 3 = ?$</p> <p>Identify doubles and near doubles through visual representations of odd and even numbers.</p>	<p>Compare numbers within 20, including questions which use the symbols +, <, >, or =, such as:</p> <p>True or false? $10 + 4 < 14$ $10 + 4 = 14$ $10 + 4 > 14$</p> <p>Addition and Subtraction</p> <p>Develop their fluency in additive relationships within 10, using a range of activities and games.</p> <p>Draw on their knowledge of the composition of numbers to complete written equations</p> <p>Revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.</p>	
<p>Science</p>	<p>Who am I?/Human Body</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Seasonal Change</p> <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies 	<p>Materials – include regular opportunities to investigate (eg create homes for cats)</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their 	<p>Materials - include regular opportunities to experiment and investigate (eg waterproofing)</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made <p>identify and name a variety of everyday materials, including</p>	<p>Animals</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common 	<p>Plants</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. 	

		<p>simple physical properties</p> <ul style="list-style-type: none"> ● Seasonal change ● observe changes across the four seasons 	wood, plastic, glass, metal, water, and rock	animals that are carnivores, herbivores and omnivores	
Computing	<p>Computing and Networks: Technology Around Us</p> <p>Digital Literacy: Going Places Safely</p> <p>Programming: Direction Investigating</p> <p>Digital Literacy: ABC Searching</p>		<p>Creating Media: Digital Text/Keyboard skills</p> <p>Digital Literacy: Keep it Private</p> <p>Using the Internet: Collecting and Organising Information</p> <p>Digital Literacy: My Creative Work</p>		<p>Creating Media: Digital Art</p> <p>Digital Literacy: Sending email</p> <p>Programming: Animation</p>
Art and Design	<p>Andy Goldsworthy – make own sculptures</p> <p>Poster paints – exploring how to make colours</p>	<p>Firework art – chalk and pastels</p> <p>Winter/Autumn Trees</p> <p>Christmas cards</p> <p>Calendars</p>	<p>Sketching toys</p> <p>Painting techniques – use watercolours.</p>	<p>Recycled artists - Jane Perkins</p> <p>Pastels – looking carefully at spring trees.</p>	<p>Sketching and observational drawings when on trip to Cambridge</p> <p>Clay Cats (including clay exercises)</p>
<p>Design technology</p> <ul style="list-style-type: none"> ● Design ● Make ● Evaluate ● Technical knowledge 	<p>Sculptures in style of Andy Goldsworthy, using repeated patterns.</p>	<p>Pop up Christmas card</p> <p>Christmas tree decoration</p>	<p>Junk modelling – musical instrument/toy</p> <p>Bio-degradable plant pot</p>		<p>Making waterproof coats for a cat etc - as part of Science learning on materials</p> <p>Graduation Hats Make graduation hats for graduation ceremony, including tassel.</p> <p>Food - making buns</p>

<p style="text-align: center;">History</p>	<p>Who is in the picture? Let's find out.</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements 	<p>The Gunpowder Plot</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally Changes within living memory – focus on communication. 	<p>Exploring toys from the past and present day.</p> <ul style="list-style-type: none"> Explore chronology and identify similarities and differences. Develop historical vocabulary. 		<ul style="list-style-type: none"> Significant person in history from Cambridge significant historical events, people and places in their own locality (Look at the life of Rosalind Franklin) <p>Significant buildings</p> <p>Link people to colleges in Cambridge and other significant buildings. Visit colleges linked to the school (eg St John's/Selwyn)</p>	
<p style="text-align: center;">Geography</p>	<p>Local geography – our area Trumpington and Cambridge exploring where we live.</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, and shop. Identify where children live and explore the location of Trumpington. Describe a journey on a local map using simple locational and directional language (eg near, far, left, right) Make observations about the school, its grounds and the local area Identify seasonal and daily weather patterns in the UK. 	<p>Locate Trumpington in the context of the wider UK and world. Physical features of the local area.</p> <ul style="list-style-type: none"> Begin to name and locate the seven continents and five oceans on a globe or atlas (using this as context for the location of the UK) Use basic geographical language to refer to key physical features including forest, hill, river, soil, valley and vegetation. Use world maps, atlases and globes to locate the UK and the continents. Continue to develop use of directional language and begin to use North, South, East and West through learning. Continue to identify seasonal and daily weather patterns in the UK. 	<p>Comparing different places - UK and contrasting, non-European country (Kenya)</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (including visiting Cambridge), and of a small area of a contrasting, non-European country (Kenya) Identify different human environments, describing these using appropriate vocabulary. Use aerial photos to recognise landmarks and human and physical features. 			

				<ul style="list-style-type: none"> Take a field trip to a local area to identify human and physical geographical features. 	
<p>Music</p> <p>Throughout the year: listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Singing</p> <ul style="list-style-type: none"> Learning songs as an ensemble/ choir. Learning songs to perform at a Harvest festival celebration. Children will also begin to learn Solfa scale from Doto Sol through simple songs and rhymes. <p>Singing & Performing</p> <ul style="list-style-type: none"> Nativity performance. Learning melodies and harmonies for Carols and Winter songs. Performing as a choir, reading signals from a conductor. Children will also use percussion to accompany nativity songs with simple rhythms. <p>Songs relating to number and phonics Christmas performance</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Composer of the week</p>	<p>Listening</p> <ul style="list-style-type: none"> Children will learn about orchestras - how the music sounds, what instruments are used, how it's divided into 'families' and listen to and evaluate some traditional classical music. <p>Performing and listening.</p> <ul style="list-style-type: none"> Explore different kinds of instruments and how they make their sounds. Try to describe their sounds using adjectives. Children will use their ear to pick out different instruments in well known songs. <p>Musician of the week</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Performing, Composing & Improvising.</p> <ul style="list-style-type: none"> Half term focus on percussion, rhythm and ensemble. Using tuned and non- tuned percussion, children can work in groups to create their own rhythmical composition. There must be a pulse played with written or improvised rhythms/ melodies added on top. <p>Singing, Performing, Composing.</p> <ul style="list-style-type: none"> Children will focus on ensemble singing and performing. Using all skills acquired prior, they can work as a large ensemble using percussion (tuned & non- tuned), voices and digital instruments to accompany each other performing traditional songs or composing their own work. 		
PE	<p>Multi-skills Health related fitness</p>	<p>Gymnastics Fundamentals</p>	<p>Multi-skills Dance</p>	<p>OAA Fundamentals</p>	<p>Athletics Tee Ball</p>

RE	<p>Who is Jesus? A great teacher or a great leader?</p> <p>How and why do people celebrate birthdays?</p>		<p>Why is it important to recognise the birth of a baby?</p>	<p>Why is the bible important?</p>	<p>What makes a church a special place for Christians?</p> <p>Visit local church.</p>	<p>Compare Christian churches with another religion.</p>
PSHE	<p>Beginning and Belonging</p> <p>Going for goals – What do they want to be when they get older Our bodies</p>	<p>Family and Friends</p> <p>Anti-bullying</p> <p>Debate topic/Philosophy for children circle</p> <p>Would you rather live in the future or the past?</p>	<p>Diversity and Communities</p> <p>Managing our emotions how do we deal with feeling sad What can we do to feel happy? How can we feel proud of ourselves? What can we do to move on from a difficult situation?</p>	<p>Sex and relationships education</p> <p>Responsibilities - our own lives, how our decision affect others - what we can do to be a good citizen of the world Getting on and falling out</p>	<p>Personal Safety</p> <p>Drug Education</p>	<p>Managing Change</p> <p>Changes and reflections Transitions for Year 2</p>