



	Lets Go To China!		
Value		Respect	
No Outsiders		and how to make someone feel proud	
Educational Visits and Enrichm		Art Gallery	
Experiences Subject Week	National Curriculum Objective	Johns Church Knowledge	Skills
Subject Week	develop positive attitudes towards and stamina for	develop positive	develop positive
English	writing by: I writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: Il planning or saying out loud what they are going to write about I encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: Il re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for I proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: Il sentences with different forms: statement, question, exclamation, command and some features of written Standard English I expanded noun phrases to describe and specify [for example, the blue butterfly] If the present and past tenses correctly and consistently including the progressive form I subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Il learning to spell more words with contracted forms Il learning the possessive apostrophe (singular) [for example, the girl's book]	attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: planning or saying out loud what they are going to write about energy and to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: revisions and correctly and consistently, including verbs in the continuous for proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English energy for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using when, if, that, or because) and coordination (using when, if, that, or because) and coordination (using or, and, or but)	attitudes towards and stamina for writing by: [] writing narratives about personal experiences and those of others (real and fictional) • consider what they are going to write before beginning by: [] planning or saying out loud what they are going to write about • [] encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: [] re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for • [] proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • learn how to use: [] sentences with



T T	T		
		use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones I learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]	different forms: statement, question, exclamation, command and some features of written Standard English
			and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already
			homophones learning to spell more words with contracted forms [] learning the possessive apostrophe (singular) [for example, the
2	develop positive attitudes towards and stamina for	develop positive	girl's book] • develop positive
			2270,000 000,1110



- writing by: I writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by:

 | planning or saying out loud what they are going to write about
- I encapsulating what they want to say, sentence by sentence
- I proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- © expanded noun phrases to describe and specify [for example, the blue butterfly]
- I the present and past tenses correctly and consistently including the progressive form
- [] subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- use and understand the grammatical terminology when discussing their writing
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- I learning to spell more words with contracted forms

- attitudes towards and stamina for writing by:

 writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by: I planning or saying out loud what they are going to write about
- encapsulating what they want to say, sentence by sentence
- I proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- learn how to use:
 sentences with
 different forms:
 statement, question,
 exclamation, command
 and some features of
 written Standard
 English
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- If the present and past tenses correctly and consistently including the progressive form
- I subordination (using when, if, that, or because) and coordination (using or, and, or but)
- use and understand the grammatical terminology when discussing their writing
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more

- attitudes
 towards and
 stamina for
 writing by: []
 writing
 narratives
 about personal
 experiences
 and those of
 others (real
 and fictional)
- consider what
 they are going
 to write before
 beginning by: []
 planning or
 saying out loud
 what they are
 going to write
 about
- I encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by: 🛚 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for
- Il proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- learn how to use:
 sentences with different forms: statement, question, exclamation, command and some features of written Standard English
- appanded noun phrases to describe and



T			
		spellings are already known, and learn some words with each spelling, including a few common homophones •	specify [for example, the blue butterfly] I the present and past tenses correctly and consistently including the progressive form I subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones I learning to spell more words with contracted
3	 develop positive attitudes towards and stamina for writing by: writing about real events and writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English expanded noun phrases to describe and specify 	develop positive attitudes towards and stamina for writing by: writing about real events and writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about elencapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: reading to check that	forms develop positive attitudes towards and stamina for writing by: writing about real events and writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about eligencapsulating



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	[for example, the blue butterfly]• I the present and past tenses correctly and	their writing makes sense and that verbs	what they want to say,
	consistently including the progressive form	to indicate time are	sentence by
	subordination (using when, if, that, or because) and as ardination (using an and on but)	used correctly and	sentence
	 and co-ordination (using or, and, or but) use and understand the grammatical terminology 	consistently, including verbs in the	 make simple additions,
	when discussing their writing	continuous for	revisions and
	segmenting spoken words into phonemes and		corrections to
	representing these by graphemes, spelling many	check for errors in	their own
	correctly	spelling, grammar and	writing by: 🛘
	 learning new ways of spelling phonemes for which 	punctuation [for	re-reading to
	one or more spellings are already known, and learn	example, ends of	check that
	some words with each spelling, including a few common homophones	sentences punctuated correctly]	their writing makes sense
	I learning to spell more words with contracted	• learn how to use: []	and that verbs
	forms [] learning the possessive apostrophe	sentences with	to indicate time
	(singular) [for example, the girl's book]	different forms:	are used
		statement, question,	correctly and
		exclamation, command	consistently,
		and some features of written Standard	including verbs in the
		English	continuous for
			 proof-reading
		phrases to describe	to check for
		and specify [for	errors in
		example, the blue	spelling,
		butterfly]	grammar and
		the present and past tenses correctly and	punctuation [for example,
		consistently including	ends of
		the progressive form	sentences
		 I subordination (using 	punctuated
		when, if, that, or	correctly]
		because) and co-	• learn how to
		ordination (using or, and, or but)	use: [] sentences with
		use and understand	different
		the grammatical	forms:
		terminology when	statement,
		discussing their	question,
		writing	exclamation, command and
		 segmenting spoken words into phonemes 	some features
		and representing	of written
		these by graphemes,	Standard
		spelling many correctly	English
		learning new ways of	Expanded
		spelling phonemes for which one or more	noun phrases to describe and
		spellings are already	specify [for
		known, and learn some	example, the
		words with each	blue butterfly]
		spelling, including a	• [] the present
		few common homophones	and past tenses correctly and
		I learning to spell	consistently
		more words with	including the
		contracted forms []	progressive
		learning the possessive	form
		apostrophe (singular)	subordination (using when if
		[for example, the girl's book]	(using when, if, that, or
		DOOK]	because) and
			co-ordination
			(using or, and,
			or but)
			• use and
			understand the

grammatical terminology



			1
			when discussing
			their writing
			 segmenting
			spoken words
			into phonemes and
			representing
			these by
			graphemes,
			spelling many
			correctly
			 learning new
			ways of spelling
			phonemes for
			which one or
			more spellings
			are already
			known, and
			learn some
			words with each spelling,
			including a few
			common
			homophones
			• learning to
			spell more
			words with
			contracted
			forms 🏻
			learning the
			possessive
			apostrophe
			(singular) [for
			example, the girl's book]
4	develop positive attitudes towards and stamina for	develop positive	develop positive
	writing by: [] writing about real events and writing	attitudes towards and	attitudes
	for different purposes	stamina for writing by:	towards and
	 consider what they are going to write before 	writing about real	stamina for
	beginning by: [] planning or saying out loud what	events and writing for	writing by: [
	they are going to write about	different purposes	writing about
	 ☐ encapsulating what they want to say, sentence by 	 consider what they 	real events and
	sentence	are going to write	writing for
	make simple additions, revisions and corrections to	before beginning by:	different
	their own writing by: [] re-reading to check that	planning or saying out	purposes
	their writing makes sense and that verbs to	loud what they are	consider what
	indicate time are used correctly and consistently, including verbs in the continuous for	going to write about • □ encapsulating what	they are going to write before
	 I proof-reading to check for errors in spelling, 	they want to say,	beginning by:
	grammar and punctuation [for example, ends of	sentence by sentence	planning or
	sentences punctuated correctly]	 make simple additions, 	saying out loud
	• learn how to use: [] sentences with different forms:	revisions and	what they are
	statement, question, exclamation, command and	corrections to their	going to write
	some features of written Standard English	own writing by: 🛚 re-	about
	Expanded noun phrases to describe and specify	reading to check that	 □ encapsulating
	[for example, the blue butterfly]	their writing makes	what they want
	the present and past tenses correctly and	sense and that verbs	to say,
	consistently including the progressive form	to indicate time are	sentence by
	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	used correctly and consistently, including	sentence make simple
	 and co-ordination (using or, and, or but) use and understand the grammatical terminology 	verbs in the	 make simple additions,
	when discussing their writing	continuous for	revisions and
		I proof-reading to	corrections to
	• Segmenting spoken words into phonemes and	_ proof reduing to	2011 30110113 10
	 segmenting spoken words into phonemes and representing these by graphemes, spelling many 	check for errors in	their own
	representing these by graphemes, spelling many correctly	check for errors in spelling, grammar and	their own writing by: □
	representing these by graphemes, spelling many	· ·	
	representing these by graphemes, spelling many correctly	spelling, grammar and	writing by: [
	representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which	spelling, grammar and punctuation [for	writing by: [re-reading to
	representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn	spelling, grammar and punctuation [for example, ends of	writing by: [] re-reading to check that



		•			
	orms [] learning the possessive apostrophe		sentences with		to indicate time
(s	ingular) [for example, the girl's book]		different forms:		are used
			statement, question,		correctly and
			exclamation, command and some features of		consistently, including verbs
			written Standard		in the
			English		continuous for
		•	axpanded noun	•	proof-reading
			phrases to describe		to check for
			and specify [for		errors in
			example, the blue		spelling,
			butterfly]		grammar and
		•	the present and past		punctuation
			tenses correctly and		[for example,
			consistently including		ends of
			the progressive form I subordination (using		sentences punctuated
			when, if, that, or		correctly]
			because) and co-		learn how to
			ordination (using or,		use: 🛘
			and, or but)		sentences with
		•	use and understand		different
			the grammatical		forms:
			terminology when		statement,
			discussing their		question,
			writing		exclamation,
		•	segmenting spoken		command and
			words into phonemes and representing		some features of written
			these by graphemes,		Standard
			spelling many correctly		English
		•	learning new ways of	•	[] expanded
			spelling phonemes for		noun phrases to
			which one or more		describe and
			spellings are already		specify [for
			known, and learn some		example, the
			words with each		blue butterfly]
			spelling, including a	•	1 the present
			few common		and past tenses
			homophones I learning to spell		correctly and consistently
			more words with		including the
			contracted forms [progressive
			learning the possessive		form
			apostrophe (singular)	•	subordination
			[for example, the girl's		(using when, if,
			book]		that, or
					because) and
					co-ordination
					(using or, and,
				_	or but) use and
				•	use and understand the
					grammatical
					terminology
					when discussing
					their writing
				•	segmenting
					spoken words
					into phonemes
					and
					representing
					these by
					graphemes, spelling many
					correctly
					learning new
					ways of spelling
					phonemes for
					which one or
				_	·



5	develop positive attitudes towards and stamina for	 develop positive 	more spellings are already known, and learn some words with each spelling, including a few common homophones • [] learning to spell more words with contracted forms [] learning the possessive apostrophe (singular) [for example, the girl's book] • develop positive
	writing by: writing about real events and writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]	attitudes towards and stamina for writing by: writing about real events and writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including	attitudes towards and stamina for writing by: [] writing about real events and writing for different purposes consider what they are going to write before beginning by: [] planning or saying out loud what they are going to write about [] encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: [] re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for [] proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of



		the progressive form		sentences
	•	🛮 subordination (using		punctuated
		when, if, that, or		correctly]
		because) and co-	•	learn how to
		ordination (using or,		use: 🛚
		and, or but)		sentences with
	•	use and understand		different
		the grammatical		forms:
		terminology when		statement,
		discussing their		question,
		writing		exclamation,
	•	segmenting spoken		command and
		words into phonemes		some features
		and representing		of written
		these by graphemes,		Standard
		spelling many correctly		English
	•	learning new ways of	•	□ expanded
		spelling phonemes for		noun phrases to
		which one or more		describe and
		spellings are already known, and learn some		specify [for example, the
		words with each		blue butterfly]
		spelling, including a	•	the present
		few common	•	and past tenses
		homophones		correctly and
	•	learning to spell		consistently
		more words with		including the
		contracted forms [progressive
		learning the possessive		form
		apostrophe (singular)	•	subordination
		[for example, the girl's		(using when, if,
		book]		that, or
				because) and
				co-ordination
				(using or, and,
				or but)
			•	use and
				understand the
				grammatical
				terminology
				when discussing their writing
				segmenting
			-	spoken words
				into phonemes
				and
				representing
				these by
				graphemes,
				spelling many
				correctly
			•	learning new
				ways of spelling
				phonemes for
				which one or
				more spellings
				are already known, and
				learn some
				words with
				each spelling,
				including a few
				common
				homophones
			•	learning to
				spell more
				words with
				contracted
				forms 🏻
				learning the



			possessive
			apostrophe
			(singular) [for
			example, the
			girl's book]
6	 develop positive attitudes towards and stamina for 	 develop positive 	 develop positive
	writing by: [] writing poetry	attitudes towards and	attitudes
	 consider what they are going to write before 	stamina for writing by:	towards and
	beginning by: 🛘 planning or saying out loud what	writing poetry	stamina for
	they are going to write about	 consider what they 	writing by: □
	 ancapsulating what they want to say, sentence by 	are going to write	writing poetry
	sentence	before beginning by: [consider what
	 make simple additions, revisions and corrections to 	planning or saying out	they are going
	their own writing by: 🛘 re-reading to check that	loud what they are	to write before
	their writing makes sense and that verbs to	going to write about	beginning by: 🛘
	indicate time are used correctly and consistently,	I encapsulating what	planning or
	including verbs in the continuous for	they want to say,	saying out loud
	I proof-reading to check for errors in spelling,	sentence by sentence	what they are
	grammar and punctuation [for example, ends of	 make simple additions, 	going to write
	sentences punctuated correctly]	revisions and	about
	• learn how to use: [] sentences with different forms:	corrections to their	
1	statement, question, exclamation, command and	own writing by: [re-	what they want
1	some features of written Standard English	reading to check that	'
1	expanded noun phrases to describe and specify	their writing makes	to say,
	[for example, the blue butterfly]	sense and that verbs	sentence by sentence
		to indicate time are	
	a me present and past reliable service my and		
	consistently including the progressive form Subordination (using when if that or because)	used correctly and consistently, including	additions, revisions and
	a saper amarien (asing milen, i, mar, er besause)	,. 3	corrections to
	and co-ordination (using or, and, or but)	verbs in the	
	use and understand the grammatical terminology	continuous for	their own
	when discussing their writing	proof-reading to	writing by:
	segmenting spoken words into phonemes and	check for errors in	re-reading to
	representing these by graphemes, spelling many	spelling, grammar and	check that
	correctly	punctuation [for	their writing
	learning new ways of spelling phonemes for which	example, ends of	makes sense
	one or more spellings are already known, and learn	sentences punctuated	and that verbs
	some words with each spelling, including a few	correctly]	to indicate time
	common homophones	• learn how to use: 🛘	are used
	[] learning to spell more words with contracted	sentences with	correctly and
	forms [] learning the possessive apostrophe	different forms:	consistently,
	(singular) [for example, the girl's book]	statement, question,	including verbs
		exclamation, command	in the
		and some features of	continuous for
		written Standard	 I proof-reading
		English	to check for
		 □ expanded noun 	errors in
1		phrases to describe	spelling,
		and specify [for	grammar and
1		example, the blue	punctuation
1		butterfly]	[for example,
		 I the present and past 	ends of
1		tenses correctly and	sentences
		consistently including	punctuated
1		the progressive form	correctly]
		 I subordination (using 	 learn how to
1		when, if, that, or	use: 🛚
		because) and co-	sentences with
		ordination (using or,	different
		and, or but)	forms:
		 use and understand 	statement,
		the grammatical	question,
		terminology when	exclamation,
		discussing their	command and
		writing	some features
		 segmenting spoken 	of written
		words into phonemes	Standard
		and representing	English
		these by graphemes,	
1		spelling many correctly	noun phrases to
		learning new ways of	describe and
<u> </u>	l	- rearring new ways of	1 GOSCI IDE UNU





		graphemes \square read accurately words of two or more	le predict what might happen on the basis of what has been
		syllables that contain the same graphemes as above read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately re-read these books to build up their fluency and confidence in word reading. 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 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	read so far See additional planning.
	I	 that they read for themselves. Precall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers [] calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (*), division (*) and equals (=) signs [] show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot [] solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	To recognise equal groups in the 2x 5x and 10x tables. To make equal groups in the 2x 5x and 10x tables. To add equal groups in the 2x 5x 10x tables. To know what x and = mean. To know how to use an array to find the answer to a multiplication questions. To recall and use multiplication facts for 2x 5x and 10x table. To use x and = correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions.
Maths	2	Tecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers [] calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (*), division (†) and equals (=) signs [] show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot [] solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	To recall the multiples of the 2x 5x and 10x table. To know which numbers are even. To recall and use multiplication facts for 2x 5x and 10x table. To use x and = correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions.
	3	•	To know how to share objects into equal groups of up to 12. To know how to make equal groups of objects up to 12. To know what ÷ and = means. To know how to make equal groups. To divide an amount into groups of 2, 5 and 10.
	4	Trecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers [] calculate	To know what ÷ and = means. To know why odd To know why odd To know why odd



		mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (*), division (÷) and equals (=) signs [] show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot [] solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	numbers cannot be divided into 2. To know division calculations cannot be reordered.	sharing into equal groups. To divide an amount into groups of 2, 5 and 10. To show that division calculations cannot be reordered using knowledge of commutativity.
	5	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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 totalling and comparing categorical data	To know what a tally chart is. To know what a 5 bar gate is. To know what a pictogram is. To know how to read a pictogram.	To create tally charts. To count using 5 bar gates. To interpret tally charts. To create a pictogram. To interpret a pictogram.
	6	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Insk and answer simple questions by counting the number of objects in each category and sorting the categories by quantity In ask and answer questions about totalling and comparing categorical data	To know what a block chart is. To know how to read a block chart.	To ask and answer simple questions using tally charts, pictograms and block charts. To compare data using tally charts, pictograms and block charts.
	1	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.	To describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.	 Identify and classify
	2	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.	To describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.	 Identify and classify
Science		To name different plants and animals and describe how they are suited to different habitats	To name different plants and animals and describe how they are suited to different habitats	 Identify and classify Using their observations and ideas to suggest answers to questions
	3	Inotice that animals, including humans, have offspring which grow into adults	To know what the word offspring means. To know that animals, including humans, have offspring which grow into adults. Plan for Focused Assessment in Science - Ordering animal life cycles	Using their observations and ideas to suggest answers to questions



	4	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	 using their observations and ideas to suggest answers to questions
	5	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	 using their observations and ideas to suggest answers to questions
	6	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	 using their observations and ideas to suggest answers to questions
	1	Follow Cheshire RE Scheme	To recall Christian stages of life	I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
RE	2		To recall the key events in a christening To recall important objects used at a christening To explain why people are christened	 I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	3		To recall the key events in a wedding To know why people get married To know why people get married	 I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find



<u> </u>	1			
				out about the
				meanings
				behind them.
	4		 To recall the key 	 I have started
			events in a wedding	to share my
			•	opinions and say
				what is
				important to
				myself and to
				others.
				I can recall and I can recall and
				name different
				beliefs and practices,
				including
				festivals,
				worship, rituals
				and ways of
				life, and find
				out about the
				meanings
				behind them.
	5		To know why people	I have started
	-		get married	to share my
			5	opinions and say
				, what is
				important to
				myself and to
				others.
				 I can recall and
				name different
				beliefs and
				practices,
				including
				festivals,
				worship, rituals
				and ways of
				life, and find
				out about the
				meanings behind them.
-	6		To know why	
	0		 To know why Christians have 	 I have started to share my
			funerals	opinions and say
			To know the key	what is
			events of a funeral	important to
			oroms of a functual	myself and to
				others.
				I can recall and
				name different
				beliefs and
				practices,
				including
				festivals,
				worship, rituals
				and ways of
				life, and find
				out about the
				meanings
		The continues to the continue of the continue	6 . 1 11 .	behind them.
	'	participate in team games, developing simple testing for attacking and defending	- Pupils will move	Pupils will
		tactics for attacking and defending	between attack and defence as	begin
				attacking/defe nding as a team,
PE			the game changes.	Pupils will
Ball Skills			- Pupils will be able	create and
			to move in to	apply
			10 111010 111 10	~~~'7
			space when attacking and tag	attacking/ defensive



		the opposition	tactics
		when defending	1461163
2	Darticipate in team games, developing simple tactics for attacking and defending	Pupils will move between attack and defence as the game changes. Pupils will be able to move into space when attacking and tag the opposition when defending	 Pupils will begin attacking/defe nding as a team, Pupils will create and apply attacking/defensive tactics
3		Pupils will understand the difference between attack and defense.	Pupils will begin attacking/defe nding as a team, Pupils will show an understanding of the transition between defence and attack. Pupils will create and apply attacking/defensive tactics
4	participate in team games, developing simple tactics for attacking and defending	Pupils will understand the consequences of breaking the rules and not applying tactics successfully	Pupils will begin attacking/defe nding as a team, Pupils will show an understanding of the transition between defence and attack. Pupils will create and apply attacking/defensive tactics
5	participate in team games, developing simple tactics for attacking and defending	Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition. Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline.	 Pupils will begin attacking/defe nding as a team, Pupils will show an understanding of the transition between defence and attack. Pupils will create and apply attacking/ defensive tactics
6	One participate in team games, developing simple tactics for attacking and defending	- Pupils will move between attack and defence as the game changes.	 Pupils will begin attacking/defe nding as a team, Pupils will



			- Pupils will be able to move in to space when attacking and tag the opposition when defending	create and apply attacking/ defensive tactics
Dance		Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear. Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response. Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.	Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and performance
	ı	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To locate the UK on a map To locate China on a map To name the continent the UK is in To name the continent China is in	Use NF books, stories, maps, pictures/photo s and internet as sources of information.
	2	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To label the 4 countries and capital cities in the UK	 Ask simple geographical questions; Where is it? What's it like?
	3	name and locate the world's seven continents use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To label the 7 continents of the world	 Ask simple geographical questions; Where is it? What's it like?
Geography and History		name and locate the world's five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To label the 5 oceans of the world	Ask simple geographical questions; Where is it? What's it like?
	3	 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: [] key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather [] key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	To name human features To name physical features	Use NF books, stories, maps, pictures/photo s and internet as sources of information.
	4	I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country I use basic geographical vocabulary to refer to: I	To name a town in England To name a town in China To understand geographical	 Use NF books, stories, maps, pictures/photo s and internet as sources of information.



	5	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	similarities and differences of Northwich and a Chinese town. • To locate human features and physical features on a map • To understand geographical similarities and differences of Northwich and a Chinese town.	Use NF books, stories, maps, pictures/photo s and internet as sources of information.
		I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	 To locate human features and physical features on a map To understand geographical similarities and differences of Northwich and a Chinese town. 	Use NF books, stories, maps, pictures/photo s and internet as sources of information.
Art and Design (I full afternoon fortnightly) Willow Plate Drawing	2	I to use a range of materials creatively to design and make products I to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination I to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To understand the basic use of a sketchbook and work out ideas for drawings.	 Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination.
	4	 I to use a range of materials creatively to design and make products I to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination I to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect.	 Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the



	6	Ouse a range of materials creatively to design and make products Ouse drawing, painting and sculpture to develop and share their ideas, experiences and imagination Out to their to the scale of the sca	• Final piece - Willow Tree Plate - To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect.	basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination.
Design Technology (2 days)	Day I	 Design [] design purposeful, functional, appealing products for themselves and other users based on design criteria [] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Technical knowledge [] build structures, exploring how they can be made stronger, stiffer and more stable [] explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	 To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test 	 Generate ideas by drawing on their own and other people's experiences Develop design ideas through discussion, observation, drawing and



			and evaluate a range of resources and make possible changes To know the correct vocabulary for the tools and materials I am going to use to make my product To know what a design criteria is	modelling To identify a purpose for what they intend to design and make To identify simple design criteria Evaluate existing
	Day 2	Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria	To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test and evaluate a range of resources and make possible changes To know the correct vocabulary for the tools and materials I am going to use to make my product To know what a design criteria is	Use hand tools safely and appropriately Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them
	ı	Follow 1Decision	Assessment session - What feelings can you name? What feelings have you felt?	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
PSHE	2		 To name a range of feelings To say why you may feel a specific feeling 	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	3		Jealousy Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and



			and name emotions and	without words
	4	•	their physical effects Worry Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	5		Anger Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	6		Grief Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects	To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Iplay tuned and untuned instruments musically Isten with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Instrument Focus Know the stories, origins, history, traditions and social context of music that has been listened to, sang and played	Instrument Focus To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum.
Music	2	 Use their voices expressively and creatively by singing songs and speaking chants and rhymes I play tuned and untuned instruments musically I listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	Know the stories, origins, history, traditions and social context of music that has been listened to, sang and played	To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum
	3	 I use their voices expressively and creatively by singing songs and speaking chants and rhymes I play tuned and untuned instruments musically 	Have knowledge of recorded music and live music watched live music in school or out of	To know different types of music and where they originate from.



	ı	. Digton with annumenting and and anstruction is	debeel	To be able to discuss
	4	 Isten with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	school.	To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum
		 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	Have knowledge of recorded music and live music watched live music in school or out of school.	To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum
	5	 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	To know how to create own music after listening to a non-musical stimuli e.g. a storm To improvise music with a partner.
	6	 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	To improvise music with question and answer phrase with either a tuned or untuned instrument. To use graphic symbols, dot notation and stick notation. To use technology to change and combine sounds.
		 I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	To know what an algorithm is.	To explain that an algorithm is a set of instructions to complete a task.
	2	 I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	To create an algorithm in a computer program.	To design precise algorithms that can be converted into code.
Computing	3	 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	To create an algorithm in a computer program.	To design precise algorithms that can be converted into code.
	4	I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I create and debug simple programs I use logical reasoning to predict the behaviour of simple programs	 To understand how use the Repeat command. To understand how to use the Timer command. 	Identify parts of a program that respond to specific events and initiate specific actions.
	5	 I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I create and debug simple programs I use logical reasoning to predict the behaviour of 	 To know what debugging means. To understand the need to test and debug a program repeatedly. 	To identify and correct errors within an algorithm.



	simple programs	 To debug simple programs. 	
6	 I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I create and debug simple programs I use logical reasoning to predict the behaviour of simple programs 	To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.	To identify and correct errors within an algorithm.