





		Lets Go To China!		
Value			Respect	
No Outsider Educational Visits and		The Odd Egg - To underst	and how to make someone feel proud	
Experiences	es		Johns Church	
Subject We	eek	National Curriculum Objective	Knowledge	Skills
English		develop positive attitudes towards and stamina for writing by: Il 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 Il encapsulating what they want to say, sentence make simple additions, revisions and corrections to their own 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: Il sentences with different forms: statement, question, exclamation, command and some features of written Standard English Il expanded noun phrases to describe and specify [for example, the blue butterfly] Il the present and past tenses correctly and consistently including the progressive form Il subordination (using when, if, that, or because) and co-ordination (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 Il learning to spell more words with contracted forms Il learning the possessive apostrophe (singular) [for example, the girl's book]	 develop positive 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:	 develop positive 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



		 use and understand 	different
1		the grammatical	forms:
		terminology when	statement,
1		discussing their	question,
1		writing	exclamation,
1		 segmenting spoken 	command and
1		words into phonemes	some features
1		and representing	of written
		these by graphemes,	Standard
1		spelling many correctly	English
1		learning new ways of	 English expanded
		spelling phonemes for	
1		which one or more	noun phrases to describe and
		wnich one or more spellings are already	describe and specify [for
		known, and learn some	example, the
		words with each	blue butterfly]
		spelling, including a	• 🛘 the present
1		few common	and past tenses
1		homophones	correctly and
		• learning to spell	consistently
1		more words with	including the
1		contracted forms ${\mathbb D}$	progressive
1		learning the possessive	form
1		apostrophe (singular)	 Subordination
1		[for example, the girl's	(using when, if,
1		book]	that, or
1			because) and
			co-ordination
			(using or, and,
			or but)
			 use and
			understand the
			grammatical
			terminology
			when discussing
			their writing
			segmenting
			spoken words
			into phonemes
1			and
1			
1			representing
1			these by
1			graphemes,
1			spelling many
1			correctly
1			learning new
1			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
			 Iearning to
1			spell more
			words with
			contracted
			forms 🛚
			learning the
			possessive
			apostrophe
			(singular) [for
			example, the
			girl's book]
1	T.		3" 12 200K]
2	 develop positive attitudes towards and stamina for 	 develop positive 	 develop positive



- 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
- 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]
- 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: I 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
 - 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
 - acceptance of expanded noun phrases to describe and



		spellings are already known, and learn some words with each	specify [for example, the blue butterfly]
		spelling, including a few common homophones I learning to spell more words with contracted forms	 If the present and past tenses correctly and consistently including the progressive
			form 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 larning to spell more words with contracted forms
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 	 develop positive attitudes towards and stamina for writing by:	 develop positive attitudes towards and stamina for writing by: uriting about real events and writing for
	 make simple additions, revisions and corrections to their own writing by:	before beginning by: planning or saying out loud what they are going to write about lencapsulating what they want to say,	different purposes consider what they are going to write before beginning by:
	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	sentence by sentence • make simple additions, revisions and corrections to their own writing by: [] re- reading to check that	planning or saying out loud what they are going to write about • □ encapsulating



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	Year 2 – Spring I 2024 - 2	025	
	[for example, the blue butterfly] Ol the present and past tenses correctly and consistently including the progressive form Ol subordination (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 Olearning to spell more words with contracted forms Dlearning the possessive apostrophe (singular) [for example, the girl's book]	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: I sentences with different forms: statement, question, exclamation, command and some features of written Standard English Rexpanded 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 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 new ways of spelling honemes 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 I learning the possessive apostrophe (singular) [for example, the girl's book]	what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: I 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: I 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] 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
	1	İ	understand the

understand the grammatical terminology



			,
4	 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 	• develop positive attitudes towards and stamina for writing by:	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] develop positive attitudes towards and stamina for writing by: []
	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)	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: reading to check that their writing makes sense and that verbs to indicate time are used correctly and	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
	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	consistently, including verbs in the continuous for •	 make simple additions, revisions and corrections to their own writing by: [] re-reading to check that their writing makes sense and that verbs



] learning the possessive apostrophe ar) [for example, the girl's book]	sentences with different forms:	to indicate time are used
(Singuic	. , Livi example, the girls book]	statement, question,	correctly and
		exclamation, command	consistently,
		and some features of	including verbs
		written Standard	in the
		English	continuous for
		expanded noun	proof-reading
		phrases to describe and specify [for	to check for errors in
		example, the blue	spelling,
		butterfly]	grammar and
		the present and past	
		tenses correctly and	[for example,
		consistently including	ends of
		the progressive form	sentences
		subordination (using	punctuated
		when, if, that, or because) and co-	correctly] • 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 segmenting spoken	exclamation, command and
		words into phonemes	some features
		and representing	of written
		these by graphemes,	Standard
		spelling many correctly	
		learning new ways of	• 🛘 expanded
		spelling phonemes for	noun phrases to
		which one or more spellings are already	describe and specify [for
		known, and learn some	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 contracted forms []	including the progressive
		learning the possessive	
		apostrophe (singular)	
		[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]
5	develop positive attitudes towards and stamina for whiting the state of a stamina and whiting the state of the state	develop positive dettitudes towards and	develop positive
	writing by: [] writing about real events and writing for different purposes	attitudes towards and stamina for writing by:	attitudes 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: I 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
	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] • 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) 	used correctly and	sentence
	and co-ordination (using or, and, or but)	consistently, including	 make simple
	 use and understand the grammatical terminology 	verbs in the	additions,
	when discussing their writing	continuous for	revisions and
	segmenting spoken words into phonemes and	proof-reading to	corrections to
	representing these by graphemes, spelling many	check for errors in	their own
	correctly learning new ways of spelling phonemes for which	spelling, grammar and punctuation [for	writing by: [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	sentences punctuated	their writing
	common homophones	correctly]	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, exclamation, command	correctly and consistently,
		and some features of	including verbs
		written Standard	in the
		English	continuous for
		• 🛘 expanded noun	• 🛮 proof-reading
		phrases to describe	to check for
		and specify [for	errors in
		example, the blue	spelling,
		butterfly] •	grammar and
		• I the present and past tenses correctly and	punctuation [for example,
		consistently including	ends of
1			



		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



			out about the meanings behind them.
	4	To recall the key events in a wedding	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.
	5	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 out about the meanings behind them.
	6	To know why Christians have funerals To know the key events of a funeral	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.
PE Ball Skills	1	- Pupils will move between attack and defence as the game changes Pupils will be able to move in to space when attacking and tag	Pupils will begin attacking/defe nding as a team, Pupils will create and apply 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
	1	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		Iname and locate the world's five oceans In 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:	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 I 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	• • to use a range of materials creatively to design	• Final piece - Willow	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
		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	Tree Plate - To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect.	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 imaginate.
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 their physical effects	without words
	4	•	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
		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Uplay tuned and untuned instruments musically Ulisten with concentration and understanding to a range of high-quality live and recorded music Uexperiment 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	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Uplay 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.



		 [] 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 	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
	4	 □ 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 Uplay tuned and untuned instruments musically Ulisten with concentration and understanding to a range of high-quality live and recorded music Uexperiment 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.
	ı	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	 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 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	 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 	 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.