



| <u>Subject</u> | <u>Areas of focus</u> | <u>Week 1</u> | <u>Week 2</u> | <u>Week 3</u> | <u>Week 4</u> | <u>Week 5</u> | <u>Week 6</u> | <u>Week 7</u> |
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| English | Year 1: Transcription Dictation Application of phonics to writing Ready for PVPG | Grammarsaurus – Ready for PVPG | Grammarsaurus – Ready for PVPG | Grammarsaurus – Ready for PVPG | Grammarsaurus – Ready for PVPG | Captions and Lists | Captions and Lists | Poetry |
| | Year 2: Grammarsaurus - PVPG Non-chronological report Poetry | Grammarsaurus – common nouns and proper nouns | Grammarsaurus – being verbs and action verbs | Grammarsaurus – subjects | Grammarsaurus – subject/verb focus | Non-chronological report | Non-chronological report | Poetry |
| Maths | Year 1: Place Value Addition and Subtraction | Yr 1 –Place Value | Yr 1 – Place Value | Yr 1 – Place Value | Yr 1 – Place Value | Yr 1 –Place Value | Yr 1 – Addition and Subtraction | Yr 1 – Addition and Subtraction |
| | Year 2: Place Value Addition and Subtraction | Yr 2 – Place Value | Yr 2 – Place Value | Yr 2 – Place Value | Yr 2 – Place Value | Yr 2 – Place Value | Yr 2 – Addition and Subtraction | Yr 2 – Addition and Subtraction |
| | <u>Umbrella question</u> | <u>Enquiry Question 1</u> | <u>Enquiry Question 2</u> | <u>Enquiry Question 3</u> | <u>Enquiry Question 4</u> | <u>Enquiry Question 5</u> | <u>Enquiry Question 6 (repeat of umbrella question)</u> | <u>Enquiry Question 7 (repeat of umbrella question)</u> |
| Science | Plants - What conditions are needed to grow cress? | Can we identify the differences between seeds and bulbs? | Can we design an experiment to find out what plants need to grow? | Can we describe what plants need to grow and stay healthy? | Can we describe the life cycle of a plant? | Can we observe and record the growth of plants over time? | Can we identify how plants adapt to suit their environment? | What conditions are needed to grow cress? |
| History | The Gunpowder Plot- Who was Guy Fawkes and why should we remember him? | Who was Guy Fawkes? | What was the Gunpowder plot? | What problems did the plotters encounter? | Can you sequence the events of the Gunpowder Plot? | Why should we remember the 5 th November? | Who was Guy Fawkes and why should we remember him? | |
| Geography | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | |
| Art | Drawing – Can I experiment with line? | Can I explore line pattern? | Can I create an interesting line pattern? | Can I use specific lines to create an observational drawing? | Can I create a detailed drawing on an object? | Can I produce a variety of line patterns? | Can I use line work to create contrasting pictures? | |
| DT | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | Covered in Autumn 2 | |
| PE | <u>DANCE</u> - Can I practice, perform and critique a dance based on animals around the world? | Can I use large body actions and small body actions to create a dance about a cat? | Can I include a change in levels and speed within my dance? | Can I create animal shapes and link them together in a dance? | Can I perform a dance about the rainforest linking moves together fluently and in unison? | Can I develop my skills in the performance of a dance? | Can I practice, perform and critique a dance based on animals around the world? | |

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| | <u>GYMNASTICS</u> – Can I practise a gymnastics sequence for performance? | Can I make a variety of gymnastic shapes? | Can I jump safely from the floor and apparatus with neatness and control? | Can I balance on large and small parts of my body neatly? | Can I roll with control in different ways? Can I link a jump, roll and balance neatly? | Can I create a simple sequence? | Can I evaluate my sequence for improvement and practise for performance? | |
| Music | Hey You! - Can we perform our song to a wider audience? | Can we learn the song 'Hey You' by Joanna Mangona? | Can we play instrumental parts within the song? | Can we improvise using voices and/or instruments in 'The Fresh Prince of Bel Air' song? | Can we sing a song and then perform our own compositions? | Can we use the correct musical vocabulary when answering questions? | Can we perform our song to a wider audience? | |
| RE | Gospel - What is the good news Jesus brings? (Part 1) | What did Jesus' good news mean for Matthew in the bible story? | What might a Christian say was the good news that Jesus brought to Matthew? | What do many Christians believe is the good news that Jesus brings about forgiveness? | What do many Christians believe is the good news that Jesus brings about peace? | What might Christians do to follow the life of Jesus and bring 'good news' to people? | How might Christian prayer link to saying sorry and forgiveness? | |
| PSHE (SCARF) | Me and my relationships - Can we identify simple qualities of friendship and suggest simple strategies for making up? | Why do we have classroom rules? | Can we demonstrate attentive listening skills and suggest simple strategies for resolving conflicts? | Can we recognise how others might be feeling by reading body language/facial expressions? | Can we identify a range of feelings and identify how they might make us behave? | Can we recognise that people's bodies and feelings can be hurt, and suggest ways of dealing with hurt? | Can we identify simple qualities of friendship and suggest simple strategies for making up? | |
| Computing | Mouse and keyboard skills - Can we type using all of our fingers and using our thumb for the space bar? | How can we use a mouse and track pad to control a computer? | Can we improve accuracy by connecting the dots? | Can we click and drag to create a house? | Can we use our mouse skills to solve puzzles? | Can we find letters and numbers on the keyboard and type words? | Can we type using all fingers and using our thumb for the space bar? | |