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| **Global Neighbours/ Christian Calendar** | Celebrating Harvest | Celebrating Advent | Celebrating Epiphany | Celebrating Lent and Easter | Celebrating Pentecost | Celebrating Trinity |
| **National and Whole School Events** | Harvest festival  Tour of Britain  International day of Peace  Sukkot  Halloween | Christmas worship  Christingle  Anti Bullying week  Road Safety week  Remembrance  Children in Need | Big Garden Birdwatch  World Religion Day  Safer Internet Day  Valentines Day | Shrove Tuesday  Ash Wednesday  World Book Day  Fair Trade Fortnight  Passover  Holi | Mayday  Christian Aid Week  Ramadan  Vesak | Leavers’ assembly  Eid-il-Fitur |
| **Collective Worship**  **Roots and Fruits 1** | **Thankfulness** | **Trust** | **Perseverance** | **Justice** | **Service** | **Truthfulness** |
| **Topic** | **Moon Zoom** | **Great Fire of London** | **Rio De Janeiro** | **Florence Nightingale** | **Bright Lights, Big City** | **Fabulous Ford** |
| **Trips and Visitors** | Dynamic Earth | Firefighters visit | Rainforest animals - Northumberland zoo/ Edinburgh zoo/ Whitehouse farm | Nurse visit  Beamish museum | Visit to a city - Newcastle/Edinburgh | Local area visits |
| **Christian vision golden thread** | Thinking globally  Aspiring to be the best you can be  International links | Spiritual and ethical questions  Responding creatively | Social action  Spiritual and ethical questions  Responding creatively  Think globally  International links | Uniqueness  Dignity and respect  Spiritual beliefs  Priority of enabling vulnerable pupils.  Making positive choices  Aspiring to be the best you can be.  Positive mental health. | Big questions about exploitation of the natural world.  Thinking globally  International links  Charity/social action links. | Thinking globally  International links  Charity/social action links.  Uniqueness  Links with Ford Church and community |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy** | **Space stories and descriptions**  Year 1: Retell a story using patterns from listening and reading.  Year 2:  **Non-chronological report**  Year 1: Describe something or someone, developing descriptions in response to prompts and questions.  Year 2: Write a three part story with a key character.  **Explanations**  Year 1: Write a series of sentences to explain a simple process based on first hand experience.  Year 2: Produce a flow chart or cyclical diagram independently, ensuring the content is clearly sequenced.  **Poetry - patterns and rhymes** | **Stories with familiar settings**  Year 1: Tell a story about a central character.  Year 2: Retell a story using typical settings, characters and events. Innovate a familiar story, changing some aspects of the characters, settings and events.  **Recounts - diaries**  Year 1: Write sentences to match pictures or sequences of pictures, illustrating an event.  Year 2: Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintain past tense and consistent use of first person.  **Instructions - recipes**  Year 1: Write instruction on labels around the learning area.  Year 2: Write instructions with expansion about something they know well. Use imperative verbs and precise language choices.  **Poems for pleasure - reciting by heart. Songs and poems in the style/rhythm of London’s Burning** | **Stores from other cultures**  Year 1: Innovate on patterns from a familiar story using known story patterns.  Year 2: Plan and tell a story based on their own experiences, using expanded noun phrases.  **Non-chronological reports**  Year 1: Describe something or someone, developing descriptions to prompts and questions.  Year 2: Expand on information using subordination and coordination and expanded noun phrases.  **Persuasion**  Year 1: Write simple examples of persuasion e.g. a letter to a character in a book.  Year 2: Write a simple persuasive piece based on a fictional book, e.g. a letter to a character.  **Calligrams - inspired by rainforest animals** | **Stories from familiar settings**  Year 1: Write their own version of a familiar story and recount events in sequence.  Year 2: Plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it and an ending.  **Instructions - first aid in the Crimean War**  Year 1: Write a simple set of instructions including a numbered list, a title and a simple list of equipment.  Year 2: Extend and clarify instructions using subordination and coordination. Use expanded noun phrases.  **Songs and repetitive poems** | **Stories from the city**  Year 1: Use patterns and language from familiar stories. Write a complete story with a beginning, middle and end.  Year 2: Plan and write their own story or retell a known story using a range of sentence types and language to add detail.  **Non-chronological report**  Year 1: Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject.  Year 2: Use the language and structure of a non-chronological report e.g. direct questions, opening statement, subheadings, line breaks and written in the third person.  **Recounts - trip to the city**  Year 1: Write simple first person recounts linked to a topic or personal experience, incorporating at least three chronological events in order and maintaining past tense with consistency.  Year 2: Write a narrative about a personal experience and those others e.g. in role.  **Poems for pleasure- reciting by heart and performing poetry** | **Stories from familiar settings**  Year 1: Write a complete story, which includes characterisation (e.g. a good and bad character).  Year 2:  **Discussion**  Year 1: Write a sentence or more to convey ther opinion and a sentence or more to convey the contrasting opinion of another.  Year 2: Plan and write their own story with a logical sequence of events and with the introduction of some dialogue.  **Persuasive writing**  Year 1: Write simple examples of persuasion e.g. a letter to a character in a book.  Year 2: Write a simple persuasive piece based on research or a topic of interest.  **Traditional poems** |
| **Quality Text**  (based on the Pie Corbett Reading Spine) | The Man on the Moon  Aliens Love Underpants  Dr Xargle’s Book of Earthlets | Toby and the Great Fire of London  Samuel Pepys’ diary | Meerkat Mail  Where the Wild Things Are | Bog Baby  The Hodgeheg | Paddington  Katie in London | Leaflets  Websites  Not Now Bernard |
| **Mathematics** | Place Value  Statistics (cross curricular) | Addition and subtraction  Statistics (cross curricular) | Multiplication and Division  Statistics (cross curricular) | Measurement:Length and height  Shapes and geometry  Fractions  Statistics (cross curricular) | Money Problem solving  Position/Direction  Time  Statistics (cross curricular) | Measurement- Weight and volume  Mass , capacity and temperature  Consolidation/ investigations  Statistics (cross curricular) |
| **Science** | Materials  Sorting/classifying |  | Animals including humans ( animal focus) | Plants | Plants | Materials - changing materials |
| **History** | Neil Armstrong /Tim Peake comparison  Changes within living memory  Significant individuals  Chronology  Interpreting history  Continuity and change  Cause and consequence  Significance | Now and then - similarities and differences  Freeze frame  Samuel Pepys  Designing a new London  Sources of evidence  Events beyond living memory  Significant individuals  Chronology  Historical terms  Historical enquiry  Interpreting history  Cause and consequence  Similarities and differences  Significance | Travel - changes  Changes within living memory  Continuity and change  Cause and consequence  Similarities and differences | Florence Nightingale and Mary Seacole - comparison  Changes in nursing over time  Events beyond living memory  Changes within living memory  Significant individuals  Chronology  Historical terms  Historical enquiry  Interpreting history  Continuity and change  Cause and consequence  Similarities and differences  Significance | Looking at urban areas  Changes within living memory  Continuity and change  Cause and consequence  Similarities and differences  Historical terms | Lady Waterford  History of the village  Changes within living memory  Events beyond living memory  Significant individuals  Chronology  Historical terms  Historical enquiry  Interpreting history  Continuity and change  Cause and consequence  Similarities and differences  Significance |
| **Geography** | The world  Aerial photos  Locating continents and oceans  Geographical vocabulary  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  **Concepts**  Location and place | UK: maps - countries and capitals  Changes in London  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Planning and decision making  Change | Contrasting locations  Flags  Hot and cold weather  Place knowledge  Locational knowledge  Human and physical geography  **Map skills**  Map knowledge  **Concepts**  Cause and effect  Location and place  Planning and decision making | Location - Crimean War  Locational knowledge  **Map skills**  Map knowledge  **Concepts**  Change  Location and place | City/ country comparison  Human and physical features  UK geography  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  **Concepts**  Cause and effect  Change  Location and place  Planning and decision making | Local features  Maps and keys  Aerial photos  Locational knowledge  Human and physical geography  **Map skills**  Using maps  Map knowledge  Making maps  **Concepts**  Cause and effect  Change  Location and place  Planning and decision making |
| **Art** | **Printing**  Printing with everyday materials  **Drawing and Painting**  Peter Thorpe inspired art | **Drawing and Painting**  London skyline  Washes  Silhouettes | **Painting/ Textile**  Rainforest art  Henri Rousseau | **Drawing**  Sketching plants and natural objects  Sunflowers- Vincent van gogh  Technical parts of a plant/ tree  **Sculpture**  Natural objects- Antony Gormley |  | **Drawing**  Landscape drawing of local area  Sketches of local landmarks  Designing postcards |
| **D & T** | **Design**  **Make**  **Evaluate**  Making rockets out of recyclable materials  Moon buggy with wheels  **Technical Knowledge**  Materials and structures  Mechanisms | **Design**  **Make**  **Evaluate**  Creating Pudding Lane  Making bread  **Technical Knowledge**  Materials and structure  Food and nutrition | **Design**  **Make**  **Evaluate**  Carnival costumes  Brazilian recipes  **Technical Knowledge**  Textiles  Food and nutrition | **Design**  **Make**  **Evaluate**  Making Florence Nightingale lamps  Making Bog Baby  **Technical Knowledge**  Materials and structures  Textiles | **Design**  **Make**  **Evaluate**  Making cities out of recyclable materials  **Technical Knowledge**  Materials and structures | **Design**  **Make**  **Evaluate**  Local and regional food  **Technical Knowledge**  Food and nutrition |
| **PE**  **Get Set 4 PE** | Athletics  Ball Skills  Swimming | Fundamentals  Gymnastics  Swimming | Yoga  Dance  Gymnastics | Yoga  Dance  Tennis | Invasion  Target Games  Rugby | Striking and fielding  Sports Day Practice  Team Building  Cricket |
| **Computing** | Information Technology  Technology Around us (Y2)  Logging on  Digital Literacy  Digital 5 a day  [https://www.childrenscommissioner.gov.u](https://www.childrenscommissioner.gov.uk/our-work/digital/5-a-day/) | Information Technology  Digital Painting (Y1)  Digital Literacy  Copyright and ownership | Computer Science  Moving a robot  Digital Literacy  Privacy and security | Information Technology  Book creator  Digital photographs (Y2)  Digital writing (Y1)  Digital Literacy  Self identity and image  (Y2) | Computer Science  Programming  Dance Unplugged  Digital Literacy  Online relationships (Y2) | Information Technology  Grouping data (Y1)  Pictograms (Y2)  Digital Literacy  Online reputation (Y2) |
| **Music**  **Charanga** | Hey You  Harvest Festival | Rhythm in the way we Walk  Christmas Nativity | In the Groove | Round and Round  Easter Celebrations | You Imagination | Reflect, Rewind and Replay |
| **RE**  **Understanding Christianity**  **Theology, philosophy, human science** | **Creation 1:2**  Who made the world? Digging Deeper  **Being Special -** Where do we belong? **F4**  1 day school project | **Incarnation 1:3 digging deeper**  Why does Christmas matter to Christians? | **Islam 1:6**  Who is Muslim and what do they believe?  Visitors | **Salvation 1:5**  Why does Easter matter to Christians? Digging Deeper | **Which places are special and why? F5**  Multi faith places of worship  Islamic society mosque , Newcastle Uni | **Key Question 1.9**  What makes some places sacred to believers? |
| **SHE**  **Jigsaw Year 2** | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **Forest School**  Continued throughout the year:   * **Seasonal Changes** * **Being Green** | **Playing and Exploring**  Rules and boundaries  Travel safely over rough terrain  Work in a team  Y1  Carrying sticks safely  Y2  Move logs safely | Bakery in Pudding Lane  **Using fire for cooking**  Fire safety  Y1  Gather fuel  Turning and serving food - eat  Y2  Fire strikers to light cotton wool  Prepare ingredients to cook on the fire  Set fire to model of Pudding Lane | Carnival decorations  **Using tools**  Use of basic tools  Cutting string  Peelers for whittling  Bow saws to cut disc 1:1  Y2  Fire strikers | Field hospital - shelters and stretchers  **Knots**  Basic knots - overhand and half hitch  Y2  Lashing to make frames  **Shelters**  Tripod structures  Lean to shelters  Y2  Lashing to make frames | Comparing urban to rural areas  **Plants**  What plants need - common plants, structures  Planting vegetables  **Trees**  Know the names of 3 common trees | Local area orienteering and navigation  **Geographical skills and navigation**  Use simple compass directions  Directional language  Features and routes on a map  Human and physical features  Devise and simple map and key |