

		<u>Theme: Castle Adventures</u>	<u>Theme: Exciting Journeys</u>	<u>Theme: I Need a Hero</u>
CYCLE A		<p><u>English –Writing Curriculum</u></p> <p>Fiction: Goldilocks Jack and the Beanstalk</p> <p>Non-fiction: Letter from Goldilocks (Persuasive) How to Trap a Giant (Instructions)</p>	<p><u>English –Writing Curriculum</u></p> <p>Fiction: Lost and Found (Change) Flying Adventure (Warning)</p> <p>Non-fiction: Diary of the penguin’s journey (Recount) Flying Machine (Explanation)</p>	<p><u>English –Writing Curriculum</u></p> <p>Fiction: Supertato (Defeating the Monster) Lightening Boy (Journey)</p> <p>Non-fiction: What should we do with Evil Pea? (Discussion) Captain Adventure (Non-chron)</p>
		<p><u>English – Reading Curriculum</u></p> <p>Year 1: A Squash and a Squeeze Farmer Duck The Jolly Postman The Three Little Wolves and the Big Bad Pig</p> <p>Year 2 Prince Cinders There is No Dragon in this Story After the Fall The Last Wolf The Great Dragon Rescue</p>	<p><u>English – Reading Curriculum</u></p> <p>Year 1: Leon and the Place Between Mr Gumpy’s Outing Dear Earth Beegu Some Dogs Do</p> <p>Year 2 Little People Big Dreams - Amelia Earhart On the Way Home The Seeds of Friendship The Way Home for Wolf</p>	<p><u>English – Reading Curriculum</u></p> <p>Year 1: Funnybones Gigantosaurus Super Daisy Supertato: Books are rubbish Tom and the Island of Dinosaurs</p> <p>Year 2 Little Beauty Traction Man Man on the Moon The Smeds and the Smoos The Twits</p>
		<p><u>Mathematics - NCETM</u></p> <p>Year 1: Comparison of quantities and measures, parts and wholes and the part-part-whole model, composition of numbers, addition and subtraction, time (days of the week, months of the year, sequencing time), 2D shape</p> <p>Year 2: Addition and subtraction (bridging 10), subtraction as difference, addition and subtraction (2 digit number and single digit) , multiplication, recap of 2D and 3D shape and measuring length and height and time.</p>	<p><u>Mathematics - NCETM</u></p> <p>Year 1: Addition and subtraction strategies, composition of numbers (multiples of 10, numbers 20-100), 2D shape, 3D shape, measures (length), time (o’clock)</p> <p>Year 2: 2, 5 and 10 times table, addition and subtraction (2 digit and multiples of 10, 2 digit and 2 digit), doubling and halving, recapping measuring length, height, mass and temperature, telling the time to 5 minutes, 2D and 3D shapes, statistics</p>	<p><u>Mathematics - NCETM</u></p> <p>Year 1: Composition of numbers (20-100, 11-19) counting and unitising (multiplication), money, time (half past), measures (weight and capacity), position and direction, 2D shape</p> <p>Year 2: Addition and subtraction (2 digit and 2 digit) multiplication and division, fractions, position and direction, telling the time to 5 minutes, 2D and 3D shape</p>

Science:

Materials:

Year 1:

- Distinguish between an object and the material from which it is made
- Identify and name different types of material, including wood, plastic etc.
- Describe simple physical properties of everyday materials
- Compare and group materials

Year 2:

- Comparing the suitability of different materials for particular purposes
- Changing materials by squashing, bending, twisting and stretching

Seasons (Year 1) (to be studied each term at the appropriate time for the season)

- Observe changes across the four seasons
- Observe and describe the weather associated with the seasons and how day length varies

Science:

Plants - Year 1:

- Identify and name a variety of common and wild garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans (Link to RSE) – **Year 1:**

- Identify and name a variety of common animals
- Identify and name animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of common animals

Plants - Year 2:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Living Things and Their Habitats – Year 2

- Living, dead and have never been alive
- Identify that most living things live in a suitable habitat. Describe how different habitats provide for the basic needs of different animals and plants
- Identify and name a variety of plants and animals in their habitats
- Describe how animals obtain their food from plants – food chains. Identify and name the sources of food.

Science:

Animals including humans (Link to RSE):

Year 1:

- Identify and name a variety of common animals
- Identify and name animals that are carnivores, herbivores and omnivores
- Identify, name, draw and label the basic parts of the human body

Year 2:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (including teeth – PSHE)

<p style="text-align: center;"><u>History:</u></p> <p>Significant historical places in our locality:</p> <ul style="list-style-type: none"> • Stafford Castle • Shrewsbury Castle <p>Range and Depth of Historical Knowledge – Artefact box</p> <ul style="list-style-type: none"> • Tell the difference between past and present lives • Use a range of sources to find out characteristic features of the past • Sort artefacts into ‘then’ and ‘now’ <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>	<p style="text-align: center;"><u>History:</u></p> <p>Changes within living memory:</p> <ul style="list-style-type: none"> • Transport over time <p>Events beyond living memory:</p> <ul style="list-style-type: none"> • The first aeroplane flight <p>Lives of significant individuals:</p> <ul style="list-style-type: none"> • Thomas Telford <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>	<p style="text-align: center;"><u>History:</u></p> <p>Lives of significant individuals:</p> <ul style="list-style-type: none"> • Nurturing Nurses – Comparing the lives of Florence Nightingale, Mary Seacole and Edith Cavell (Artefact box) <p>Chronology</p> <ul style="list-style-type: none"> • Sequence events in their life • Match objects to people of different ages <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>
<p style="text-align: center;"><u>Geography:</u></p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas • Compare the purpose and the location of the castles in the four capital cities • Local study – Chirk Castle <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • Physical features – Beach, cliff, coast, hill, mountain, sea, ocean • Human features – City, town, village, port, harbour, shop, lighthouse <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to identify the UK, its countries and its seas • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p style="text-align: center;"><u>Geography:</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying them human and physical geography of an area of the UK and an area of a contrasting non-EU country – Australia / Kenya / USA <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to identify countries, continents and oceans 	<p style="text-align: center;"><u>Geography:</u></p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Name and locate the four countries and capital cities of the UK and its surrounding seas <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • Physical features – Forest, hill, river, season, weather • Human features – Town, village, farm, house, school, shop, church <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment
<p style="text-align: center;"><u>DT:</u></p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Vegetable cupcakes for a banquet <p>Mechanisms</p> <ul style="list-style-type: none"> • Explore and use mechanisms (levers, sliders, wheels) – Traditional Tales moving picture 	<p style="text-align: center;"><u>DT:</u></p> <p>Structures:</p> <ul style="list-style-type: none"> • Build structures exploring how they can be made stronger, stiffer and more stable – Design and make a toy car garage 	<p style="text-align: center;"><u>DT:</u></p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> • Fruit jellies (Supertato) <p>Textiles</p> <ul style="list-style-type: none"> • Use a range of tools to cut, shape, join and finish – Cape for a superhero

<p style="text-align: center;">Art:</p> <p>Colour:</p> <ul style="list-style-type: none"> Recreate Paul Klee's 'Castle and Sun' using 2D shapes, oil pastels / wax crayons and paint <p>Form</p> <ul style="list-style-type: none"> Use tin foil to make armour around dolls 	<p style="text-align: center;">Art:</p> <p>Pattern:</p> <ul style="list-style-type: none"> Paper weaving – boats on the sea 	<p style="text-align: center;">Art:</p> <p>Study of an Artist:</p> <ul style="list-style-type: none"> Andy Warhol and Roy Lichtenstein <p>Pattern</p> <ul style="list-style-type: none"> Pop art superhero pictures using spots and lines
<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> Computing Systems and Networks – Technology Around Us Creating Media – Digital Painting <p>Year 2:</p> <ul style="list-style-type: none"> Computing Systems and Networks – IT Around Us Programming A – Robot Algorithms 	<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> Creating Media – Digital Writing Data and Information – Grouping Data <p>Year 2:</p> <ul style="list-style-type: none"> Creating Media – Digital Photography Programming B – An Introduction to Quizzes 	<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> Programming A – Moving A Robot Programming B – Introduction to Animation <p>Year 2:</p> <ul style="list-style-type: none"> Data and Information – Pictograms Creating Media – Making Music
<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> My Musical Heartbeat Dance, Sing and Play <p>Year 2:</p> <ul style="list-style-type: none"> Pulse, Rhythm and Pitch Playing in an Orchestra 	<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> Exploring Sounds Learning to Listen <p>Year 2:</p> <ul style="list-style-type: none"> Inventing a Musical Story Recognising Different Sounds 	<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> Having Fun with Improvisation Let's Perform Together! <p>Year 2:</p> <ul style="list-style-type: none"> Exploring Improvisation Our Big Concert
<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> Computer Safety – Online Bullying Relationships – Friendships Feelings and Emotions - Jealousy <p>Year 2:</p> <ul style="list-style-type: none"> Computer Safety – Image Sharing Relationships – Bullying Feelings and Emotions – Worry; Anger 	<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> Keepings/Staying Safe – Road Safety Keepings/Staying Healthy – Washing Hands Being Responsible – Water Spillage <p>Year 2:</p> <ul style="list-style-type: none"> Our World – Living in our World Our World – Working in our World Relationships – Body Language 	<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> RSE Our World – Growing in Our World Hazard Watch – Drugs and Alcohol <p>Year 2:</p> <ul style="list-style-type: none"> RSE Keepings/Staying Healthy – Healthy Eating Hazard Watch – Drugs and Alcohol
<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> Who do Christians say made the world? What do Christians believe God is like? <p>Year 2:</p> <ul style="list-style-type: none"> What is the 'good news' Christians believe that Jesus brings? Why does Christmas matter to Christians? 	<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> Who is Jewish and how do they live? <p>Year 2:</p> <ul style="list-style-type: none"> What makes some places sacred to believers? Why does Easter matter to Christians? 	<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> What does it mean to belong to a faith community? How should we care for the world and for others, and why does it matter? <p>Year 2:</p> <ul style="list-style-type: none"> Who is a Muslim and how do they live?

<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Multi-skills – Travelling with a ball (hockey) • Gymnastics <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Receiving a ball • Dance 	<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Invasion Games • Alternative Sports / OAA <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Gymnastics • Multi-skills – Rolling, Throwing and Catching 	<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Net and Wall Skills (Tennis) • Multi-skills – Kicking a ball <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Athletics • Striking and Fielding (Cricket)
<p style="text-align: center;">Visit / Visitors:</p> <ul style="list-style-type: none"> • Stafford Castle 	<p style="text-align: center;">Visit / Visitors:</p> <ul style="list-style-type: none"> • Black Country Living Museum – Transport over time 	<p style="text-align: center;">Visit / Visitors:</p> <ul style="list-style-type: none"> •

		<u>Theme: London Adventures</u>	<u>Theme: Incredible Animals</u>	<u>Theme: Spectacular Seashore</u>
CYCLE B	<u>English – Writing Curriculum</u>	Year 1: Fiction: Three Little Pigs The Magic Porridge Pot Non-fiction: Letter from the Big Bad Wolf Who should clean up the porridge? Year 2: Fiction: Katie in London Vlad and the Great Fire of London Non-fiction: Katie in London – Letter home (Recount) Should Thomas Farriner be punished? (Discussion)	<u>English – Writing Curriculum</u> Fiction: Edgar’s Adventure (Warning) Meerkat Mail (Journey) Non-fiction: How do animals survive in the Arctic? (Explanation) All About Meerkats (Non-chron)	<u>English – Writing Curriculum</u> Fiction: The Lighthouse Keeper’s Lunch Captain Blackbeard and the Hidden Treasure (Finding) Non-fiction: How to make disgusting sandwiches (Instructions) Advert to join the pirates (Persuasive)
	<u>English – Reading Curriculum</u>	Year 1: A Squash and a Squeeze Farmer Duck Paddington The Jolly Postman The Jolly Christmas Postman Year 2 After the Fall The Last Wolf The Queen’s Hat Pumpkin Soup Lily and the Snowman (film)	<u>English – Reading Curriculum</u> Year 1: The Rainbow Bear Alan’s Big Scary Teeth Tiger who Came to Tea Giraffes Can’t Dance Open Very Carefully – A book with a bite Year 2 The Most Important Animal Of All Ugly Five How to Hide a Lion Dear Greenpeace The Giraffe, Pelly and Me	<u>English – Reading Curriculum</u> Year 1: The Bumble Bear Roy the Singing Zebra The Lion Inside Silly Billy The Bog Baby Year 2 The Tear Thief Pirates Next Door Flotsam Here We Are Somebody Swallowed Stanley
	<u>Mathematics - NCETM</u>	Year 1: Comparison of quantities and measures, parts and wholes and the part-part-whole model, composition of numbers, addition and subtraction, time (days of the week, months of the year, sequencing time), 2D shape Year 2: Addition and subtraction (bridging 10), subtraction as difference, addition and subtraction (2 digit number and single digit) , multiplication, recap of 2D and 3D shape and measuring length and height and time.	<u>Mathematics - NCETM</u> Year 1: Addition and subtraction strategies, composition of numbers (multiples of 10, numbers 20-100), 2D shape, 3D shape, measures (length), time (o’clock) Year 2: 2, 5 and 10 times table, addition and subtraction (2 digit and multiples of 10, 2 digit and 2 digit), doubling and halving, recapping measuring length, height, mass and temperature, telling the time to 5 minutes, 2D and 3D shapes, statistics	<u>Mathematics - NCETM</u> Year 1: Composition of numbers (20-100, 11-19) counting and unitising (multiplication), money, time (half past), measures (weight and capacity), position and direction, 2D shape Year 2: Addition and subtraction (2 digit and 2 digit) multiplication and division, fractions, position and direction, telling the time to 5 minutes, 2D and 3D shape

<p style="text-align: center;">Science:</p> <p>Materials: Year 1:</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name different types of material, including wood, plastic etc. • Describe simple physical properties of everyday materials • Compare and group materials <p>Year 2:</p> <ul style="list-style-type: none"> • Comparing the suitability of different materials for particular purposes • Changing materials by squashing, bending, twisting and stretching <p>Seasons (Year 1) (to be studied each term at the appropriate time for the season)</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe the weather associated with the seasons and how day length varies 	<p style="text-align: center;">Science:</p> <p>Animals including humans (Link to RSE): Year 1:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals • Identify and name animals that are carnivores, herbivores and omnivores • Describe and compare the structure of common animals • Identify, name, draw and label the basic parts of the human body <p>Year 2:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival • Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (including teeth – PSHE) <p>Living Things and Their Habitats (Year 2):</p> <ul style="list-style-type: none"> • Living, dead and have never been alive • Identify that most living things live in a suitable habitat. Describe how different habitats provide for the basic needs of different animals and plants • Identify and name a variety of plants and animals in their habitats • Describe how animals obtain their food from plants – food chains. Identify and name the sources of food. 	<p style="text-align: center;">Science:</p> <p>Plants: Year 1:</p> <ul style="list-style-type: none"> • Identify and name a variety of common and wild garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Year 2:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
<p style="text-align: center;">History:</p> <p>Significant historical events beyond living memory:</p> <ul style="list-style-type: none"> • Great Fire of London – Artefact box • Gunpowder Plot <p>Lives of significant individuals:</p> <ul style="list-style-type: none"> • Queen Elizabeth II (including comparison with Queen Victoria and London in the Victorian times and in 1666) <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>	<p style="text-align: center;">History:</p> <p>Significant people in their own locality:</p> <ul style="list-style-type: none"> • Charles Darwin (including comparison with David Attenborough) <p>Chronology</p> <ul style="list-style-type: none"> • Sequence events in their life • Match objects to people of different ages <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>	<p style="text-align: center;">History:</p> <p>Lives of significant individuals:</p> <ul style="list-style-type: none"> • Grace Darling <p>Changes within living memory:</p> <ul style="list-style-type: none"> • Changes to the coastline • Changes to seaside holidays – Artefact boxes <p>Substantive Concepts Monarchy, trade, invasion and settlement</p>

<p style="text-align: center;">Geography:</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Physical features: river (particularly River Thames), coast Human features: city (particularly London), capital city, roads, parks, railways (including London underground), buildings, statues and monuments (particularly London landmarks) <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the UK, its countries and its seas Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise human and physical features and landmarks Devise simple maps – Plan a route on a map Use and construct basic symbols in a key 	<p style="text-align: center;">Geography:</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify countries, continents and oceans 	<p style="text-align: center;">Geography:</p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Physical features – Beach, cliff, coast, hill, mountain, sea, ocean Human features – City, town, village, port, harbour, shop, lighthouse <p>Place Knowledge</p> <ul style="list-style-type: none"> Understanding geographical similarities and differences of coastlines in the UK and in the Caribbean (non-EU country study)
<p style="text-align: center;">DT:</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Scones (tasting, designing flavour and baking) for afternoon tea <p>Mechanisms</p> <ul style="list-style-type: none"> Use wheels and axels to make an environmentally friendly London vehicle 	<p style="text-align: center;">DT:</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Fruit kebabs 	<p style="text-align: center;">DT:</p> <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> Sandwiches for a beach picnic <p>Textiles:</p> <ul style="list-style-type: none"> Fish/sea creature puppets
<p style="text-align: center;">Art:</p> <p>Collage:</p> <ul style="list-style-type: none"> Great Fire of London collages with building silhouettes <p>Line, shape and form:</p> <ul style="list-style-type: none"> Line drawings of London landmarks 	<p style="text-align: center;">Art:</p> <p>Study of an Artist:</p> <ul style="list-style-type: none"> Henri Rousseau ‘Tiger in a Tropical Storm’ – Recreate the painting using collage and oil pastels <p>Printing:</p> <ul style="list-style-type: none"> Explore colour, pattern and texture by recreating animal prints 	<p style="text-align: center;">Art:</p> <p>Colour:</p> <ul style="list-style-type: none"> Creating sea tones <p>Study of an Artist:</p> <ul style="list-style-type: none"> Monet – Recreate a watercolour seascape Video Tutorial

<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Computing Systems and Networks – Technology Around Us • Creating Media – Digital Painting <p>Year 2:</p> <ul style="list-style-type: none"> • Computing Systems and Networks – IT Around Us • Programming A – Robot Algorithms 	<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Creating Media – Digital Writing • Data and Information – Grouping Data <p>Year 2:</p> <ul style="list-style-type: none"> • Creating Media – Digital Photography • Programming B – An Introduction to Quizzes 	<p style="text-align: center;">Computing – Teach Computing Scheme</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Programming A – Moving A Robot • Programming B – Introduction to Animation <p>Year 2:</p> <ul style="list-style-type: none"> • Data and Information – Pictograms • Creating Media – Making Music
<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> • My Musical Heartbeat • Dance, Sing and Play <p>Year 2:</p> <ul style="list-style-type: none"> • Pulse, Rhythm and Pitch • Playing in an Orchestra 	<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Exploring Sounds • Learning to Listen <p>Year 2:</p> <ul style="list-style-type: none"> • Inventing a Musical Story • Recognising Different Sounds 	<p style="text-align: center;">Music - Charanga</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Having Fun with Improvisation • Let's Perform Together! <p>Year 2:</p> <ul style="list-style-type: none"> • Exploring Improvisation • Our Big Concert
<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Computer Safety – Online Bullying • Relationships – Friendships • Feelings and Emotions - Jealousy <p>Year 2:</p> <ul style="list-style-type: none"> • Computer Safety – Image Sharing • Relationships – Bullying • Feelings and Emotions – Worry; Anger 	<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Keepings/Staying Safe – Road Safety • Keepings/Staying Healthy – Washing Hands • Being Responsible – Water Spillage <p>Year 2:</p> <ul style="list-style-type: none"> • Our World – Living in our World • Our World – Working in our World • Relationships – Body Language 	<p style="text-align: center;">PSHCE – 1 Decision</p> <p>Year 1:</p> <ul style="list-style-type: none"> • RSE • Our World – Growing in Our World • Hazard Watch – Drugs and Alcohol <p>Year 2:</p> <ul style="list-style-type: none"> • RSE • Keepings/Staying Healthy – Healthy Eating • Hazard Watch – Drugs and Alcohol
<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Who do Christians say made the world? • What do Christians believe God is like? <p>Year 2:</p> <ul style="list-style-type: none"> • What is the 'good news' Christians believe that Jesus brings? • Why does Christmas matter to Christians? 	<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Who is Jewish and how do they live? • Introduction to the Easter story <p>Year 2:</p> <ul style="list-style-type: none"> • What makes some places sacred to believers? • Why does Easter matter to Christians? 	<p style="text-align: center;">RE – Shropshire Agreed Syllabus</p> <p>Year 1:</p> <ul style="list-style-type: none"> • What does it mean to belong to a faith community? • How should we care for the world and for others, and why does it matter? <p>Year 2:</p> <ul style="list-style-type: none"> • Who is a Muslim and how do they live?

<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Multi-skills – Travelling with a ball (hockey) • Gymnastics <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Receiving a ball • Dance 	<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Invasion Games • Alternative Sports / OAA <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Gymnastics • Multi-skills – Rolling, Throwing and Catching 	<p style="text-align: center;">PE</p> <p>ActivSports:</p> <ul style="list-style-type: none"> • Net and Wall Skills (Tennis) • Multi-skills – Kicking a ball <p>Teacher Lesson:</p> <ul style="list-style-type: none"> • Athletics • Striking and Fielding (Cricket)
<p style="text-align: center;">Visit / Visitors:</p> <p>Ancient High House - Great Fire of London workshop</p>	<p style="text-align: center;">Visit / Visitors:</p> <p>Chester Zoo</p>	<p style="text-align: center;">Visit / Visitors:</p> <p>Blue Planet</p>