

Year R/1/2 Learning Opportunities

	Autumn		Spring		Summer	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Theme	Wonderful Woodlands	Then and Now Christmas	Superheroes	Lost and Found/Belonging	Journeys	Henry Blogg
Lead Subject/s	Science	History	PHSE	PHSE	Geography	History/Geography
Wow starts could include...	Broken animal habitats – what can we do to help	Arrange classroom to reflect a Victorian classroom.	? Clues arrive in classroom belonging to avocado baby/Traction man – children piece together to find out who they belong to.	Letter from Dogger needing help to find his way home.	Whatever Next Rocket appears in classroom – piece together clues to discover what it is and how we can get baby bear back home.	RNLI Role play/Messages in bottle/shipwrecks etc.
Visits/visitors/experiences	Beetley Woods	Pantomime	Local fire/police/doctor/paramedic to talk about their roles etc.	Village hunt to find lost objects.	Plan own journey using public transport?? (Problem school to first destination?)	Cromer – Henry Blogg Museum Year 2 – Sleepover
Outcomes	Creating a new woodland home for the owl babies/wild things – share with parents at open afternoon	Nativity – Village hall Victorian School Day/School days through the ages.	Superhero gallery – showing art work/information gathered and presented on local heroes (Y1/2) Superhero parade .	Use ICT to create lost and found posters. To be able to say where they belong and how they know.	Plan own journey using public transport?? (Problem school to first destination?)	Open afternoon – museum in school of Henry Blogg.
Family/community involvement	Open afternoon – sharing animal habitats	Nativity Christingle Invite parents to afternoon of Victorian School Day.	Open afternoon present ‘our heroes’ to parents	Support in creating family history. Links to school abroad?	Map a journey with family.	Open afternoon – museum in school of Henry Blogg.
Challenge/enquiry/problem solving/ Child initiated learning	How do our actions impact the habitat of animals? What can we do to support animals to keep natural habitats	Where schools/homes/toys better in the past or now? Why?	What makes a superhero? What do we look for in a hero?	How do we know we belong? How can we help others that feel that they don't?	What is the benefit of public transport? What are the limitations? Do we have the right to journey wherever we like?	

Texts	Owl Babies The Owl Who was afraid of the dark Where the Wild Things are The Gruffalo	Tuesday The Flower Mrs Armitage on Wheels The Tiger Who Came to Tea	Traction Man Fantastic Mr Fox Avocado Baby Cops and Robbers (Real life heroes)	Dogger Knuffle Bunny Beegu Amazing Grace Lost and Found Meerkat Mail Gorilla	Rosie's Walk Whatever Next The Elephant and the Bad Baby Handa's Surprise	Flat Stanley Goodnight Moon
GPS	Handwriting Capital Letters, Full Stops, Exclamation marks and question marks. Joining Clauses	Handwriting Commas and apostrophes Prefixes and Suffixes	Handwriting Present and Past Tense.	Handwriting Expanded noun phrases	Handwriting Co-ordination and subordination	Handwriting Compound Words Capital Letters and Full stops, Exclamation marks and Question marks

English	Creating a setting – using adjectives/senses to develop a setting in a story.	Letter writing (Letters to Father Christmas)	Creating a character. Linking sentences to form short narratives. Story Structures.		Journey Stories	
Maths See WRM units for small steps	Number: place value wk 1-3 Number: addition & subtraction wk 4-5 Number: multiplication & division wk 6	Number: multiplication & division wk 1-2 Statistics wk 3-4 measurement: perimeter, area & volume wk 5-6	Number: fractions wk 1-5 Number: Decimals & percentages wk 6	Number: Decimals & percentages wk 1-3 Number: Y5 multiplication & division Y6 Algebra & ratio wk 4-7	Measurement: Converting units wk 1-2 Geometry: position & direction wk 3 Geometry: Properties of shape wk 4-6	Investigations Wk 1-5 Consolidation wk 6
Science	Animals including humans <ul style="list-style-type: none"> Notice animals have offspring which grow into adults Basic needs for survival (water, food, air) Importance of exercise, eating the right amount of different food groups, hygiene 	Living things & their habitats <ul style="list-style-type: none"> Living, dead, never lived Living things live in habitats they are suited to that provide for their basic needs and how plants and animals depend upon each other Identify & name a variety of plants and animals in their habitats, including micro-organisms Simple foods chains 	Everyday materials <ul style="list-style-type: none"> Identify & compare suitability of wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses Investigate how solid objects can be changed by squashing, bending, twisting & stretching 	Plants <ul style="list-style-type: none"> Observe & describe how seeds and bulbs grow into mature plants Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy 	Investigations	
Art	<ul style="list-style-type: none"> To develop a wide range of art and 	To use a range of materials creatively to	Work of famous artists – Andy Warhol			

	<p>design techniques in using colour, pattern, texture, line, shape, form and space (leaf printing)</p> <ul style="list-style-type: none"> To use drawing and painting to develop and share their ideas, experiences and imagination painting/chalk/pencil trees/woodland 	<p>design and make products. (Christmas decorations/cards etc)</p> <p>Firework pictures</p>	<ul style="list-style-type: none"> Describe the differences and similarities between different practices and disciplines, and making links to their own work. To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 			
DT	<p>Mechanics</p> <p>Create a treehouse structure with opening door/roof etc/Create a new home for the owl babies?</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms, in their products</p>		<p>Computing & Electronics</p> <ul style="list-style-type: none"> Purple Mash unit 2.1 Coding 		<p>Food</p> <p>Using foods from texts to create healthy dishes. Design and create a meal/packed lunch to take on our journey. Preserving foods for sea journeys.</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from 	
Geography	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human 				<ul style="list-style-type: none"> use simple compass directions (North, South, East 	<ul style="list-style-type: none"> Geographical vocabulary: beach, cliff, coast, forest, hill, mountain,

	<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> • 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 				<p>and West) and locational and directional language to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>sea, ocean, river, soil, valley, vegetation, season, weather</p> <ul style="list-style-type: none"> • Key human features: city, town, village, factory, farm, house, office, port, harbour, shop
History	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • How have homes/schools/toys changed. 	<p>Local Heroes – looking at work of Edith Cavell/Elizabeth Fry</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in 		<ul style="list-style-type: none"> • Significant historical events, people, places in own locality

		<ul style="list-style-type: none"> Differences in shops etc (milkman vs supermarket) 	used to compare aspects of life in different periods Significant historical events, people and places in their own locality.	national life		
Computing	Purple Mash unit 2.1 Coding	Purple Mash units 2.2 Online safety 2.3 Spreadsheets	Purple Mash unit 2.4 Questioning	Purple Mash unit 2.5 Effective searching 2.6 Creating pictures	Purple Mash units 2.7 Making Music 2.8 Presenting ideas	
Music	Charanga Unit Hey You!	Christmas songs	Charanga unit Rhythm in the way we walk/Banana Rap	Charanga unit In the Groove	Charanga unit Round & Round	Charanga unit Your Imagination
PE Year 2 – Swimming to add	Games – Throwing and Catching – attacking and defending etc Dance.	Games – Football Gymnastics	Team Games – working together to solve problems involving a range of movements	Team Games	Athletics Tennis	Athletics
PSHE SEAL	Own strengths and weaknesses Setting goals People who help us			Groups that we belong to/what to do if you get lost etc.		
RE Norfolk Agreed Syllabus	Christianity	Christianity	Judaism	Christianity	Islam	Islam

Some subjects will be taught discretely but, where appropriate, links will be made to the context of the theme
English planning should include opportunities for speaking and listening, drama and debate
Computing to include use of, blogging and school website

National Curriculum Overview

Core subjects (English, Maths & Science) are presented in a year-by-year format, based on the outlines given in the National Curriculum. History is also presented in this format, based on a suggested programme.

All other subjects are presented in two-year sections, dividing KS2 into Lower and Upper Key Stages.

English	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions <p>Writing</p> <ul style="list-style-type: none"> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers <p>Grammar</p> <ul style="list-style-type: none"> Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes <p>Speaking & Listening</p> <ul style="list-style-type: none"> Listen & respond appropriately Ask relevant questions Maintain attention & participate 	<p>Number/Calculation</p> <ul style="list-style-type: none"> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays <p>Geometry & Measures</p> <ul style="list-style-type: none"> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns <p>Fractions</p> <ul style="list-style-type: none"> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

<p>Science</p> <p>Biology Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts</p> <p>Chemistry Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials</p> <p>Physics Observe weather associated with changes of season</p>	<p>History (KS1)</p> <p>Key Concepts Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people</p> <p>Key Events e.g. Bonfire night Events of local importance</p>
<p>Art & Design (KS1) Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p>	<p>Design & Technology (KS1) Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p>
<p>Physical Education (KS1) Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement Swimming proficiency at 25m (KS1 or KS2)</p>	<p>Computing (KS1) Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school</p>
<p>Geography (Y1) Name & locate the four countries and capital cities of the United Kingdom using atlases & globes Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab</p>	<p>Music (KS1) Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically</p>

Year 1 expected skills progression in art

Pupils begin to explore and participate in creative art-making processes and learn to use a step by step process to create artwork. They begin to develop observational skills, fine motor skills and sensory connections. Using basic art-making techniques, pupils begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.

Drawing: Using different media, make a variety of patterned lines, wavy, straight, zig-zag, thick, thin, wide and narrow. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour.

Painting: mix paint, including powder paint, using primary colours. Apply a variety of paints and explore brush marks. Use a variety of tools and techniques including the use of different brush sizes and types.

Mix and match colours to artefacts and objects.

Work on different scales.

Mix secondary colours and shades using different types of paint.

Create different textures e.g. use of sawdust.

Printing: Print with found objects and experiment with colour. Make marks in print with a variety of objects, including natural and made objects.

Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

Make rubbings.

Build a repeating pattern and recognise pattern in the environment.

Collage: Sort materials by texture, etc. Draw and cut shapes from a variety of materials to create either abstract or representational images.

Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons and sewing.

How to thread a needle, cut, glue and trim material.

Create images from imagination, experience or observation.

Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

Tone: Talk about light and dark colours.

Shape, form and space: Handle, manipulate and explore materials, card, paper and clay. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Explore sculpture with a range of malleable media, especially clay.

Experiment with, construct and join recycled, natural and man-made materials.

Explore shape and form.