

		Autumn Term (Past - History)				Spring Term (Present- Geography)					Summer Term (Past- History)								
<b>Literacy</b>		Meeting Tale		Animal Theme/ Dirty Beasts Poetry		Letter		Wishing Tale		Performance Poetry		Instructions		Losing Tale		Shape Poems		Non Chronological Report	
<b>Maths</b>	1 Year 1 Base	Place Value	Addition and Subtraction	Shape	Consolidation	Place Value	+ and -	Place Value	Length and Height	Weight and Volume	X and /	fractions	Position and direction	Place Value	Money	Time	Consolidation		
	2 Year 2/3 Base	Place Value	Addition and Subtraction	Multiplication and Division 1		Multiplication and Division 2	Length and Perimeter	Fractions 1	Mass and Capacity	Fraction 2	Money	Time	Shape	Statistics	Consolidation				
<b>Science</b>		Materials				Living Things and their Habitats		Life Cycles Evolution Classification		Earth and Space									
<b>History</b>		Anglo Saxons and Vikings										Local Study - Castles							
<b>Geography</b>		Incidentals Scandinavia - Where is it?				Australasia													
<b>Art</b>		<b>Drawing</b> *Use a pencil to draw and design and record shapes - link to artists studied *Observe and design own patterns  <b>Colour</b>				<b>Pattern</b> *To observe patterns, tessellations and symmetry in small detail  <b>Texture</b>				<b>3D Work</b> *To use paper mache to build a form - plan, design and make.									

	<ul style="list-style-type: none"> <li>*Describe colours and changes in colour</li> <li>*Use a variety of tones of one colour using white to lighten</li> <li>*Darken colours without using black</li> <li>*Use a variety of tones of colour, using pastel and acrylic</li> </ul>		<ul style="list-style-type: none"> <li>*To use textured paper or materials in creations</li> <li>*To consider the paper to work on</li> <li>*To consider the location of the art work.</li> </ul>			
DT		<p>Aspect - Mechanisms</p> <p>Sliders and Levers</p>		<p>Aspect - Food</p> <p>Celebrating culture and seasonality - Australia</p>		<p>Aspect - Structures</p> <p>Freestanding structures</p>
Music	Singing & Listening taught across the whole year - see MTP for chosen song and, listening pieces.					
	<ul style="list-style-type: none"> <li>- Sing simple songs, chants and rhymes from memory.</li> <li>- Sing collectively and at the same pitch responding to simple visual prompts and counting in.</li> <li>- Sing simple songs with a very small range moving onto wider including pentatonic songs.</li> <li>- Sing a wide range of call and response songs.</li> <li>- Control vocal pitch and match to the pitch they hear.</li> <li>- Sing familiar songs in low and high voices.</li> <li>- Follow pictures and symbols to guide singing.</li> <li>- Identify changes in <b>pitch/tempo</b> and respond to them with movement.</li> <li>- Understand how music can tell a story.</li> <li>- Understand musical structure by responding with movement.</li> </ul>	<p style="text-align: center;">Instruments</p> <ul style="list-style-type: none"> <li>- Walk, move or clap a steady beat. Changing the beat as the tempo of the music changes.</li> <li>- Use body percussion and classroom percussion (shakers, sticks, blocks) to play repeated rhythm patterns.</li> <li>- Use tuned instruments to maintain a steady beat.</li> <li>- Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>- Perform word pattern chants and create their own (e.g ca-ter-pil-lar crawl)</li> <li>- Explore percussion sounds to enhance storytelling.</li> </ul>	<p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> <li>- Improvise simple vocal chants, using <b>question &amp; answer</b> phrases.</li> <li>- Create sound effects and short sequences of sounds in response to stimuli - e.g rainstorm or a train journey.</li> <li>- Combine sequences to tell a story</li> <li>- Understand the difference between creating a <b>rhythm pattern</b> and a <b>pitch pattern</b>.</li> <li>- Invent, retain and recall rhythm &amp; pitch patterns and perform these.</li> <li>- Recognise how graphic notation represents created sounds. Explore and invent own symbols.</li> </ul>			

	Compare high and low sounds in the local environment. - Identify a steady beat - Identify some instruments. - Identify a repeated pattern. - Listen to and learn about different music genres - hiphop, reggae, blues, pop					
<b>Computing</b>	Digital Literacy	Computer Science See yearly overview	Information Technology		Computer Science See yearly overview	
<b>French</b>	Numbers past 10 and up to 30 Months  Birthdays Christmas		Ephiny  Numbers to 100  Colours		All about me My home, where I live My family Clothes	
<b>RE</b>	How do Hindus worship?  How and why is Advent important to Christians? Hanukkah Diwali		What do Christians remember on Palm Sunday?  What do Hindus believe?		What can we learn about Christian worship and beliefs by visiting churches?  Link to Castles/ Cathedrals - Durham Visit	
<b>PE</b>	Gym - balances, rolls and jumps	Gym - sequences/ apparatus	Hockey	Netball	Tennis	Athletics - Field
	Circuit Fitness Training	Dance	Tag Rugby	Circuit Training	Athletics - Track Rounders	Quick Cricket