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| **Year A** | Autumn term:  **Build it!** | | | | | | Spring term:  **In times gone by . . .** | | | | | | Summer term:  **All Over the World!** | | | | | |
| **English** | Text:  The Naughty Bus by Jan Oke  Fiction | Text:  Transport by Ruth Thompson  Non- fiction | | Text:  Daisy Doodles by Michelle Robinson  Fiction | Text:  Snow in the Garden by Shirley Hughes  Non Fiction | | Text:  Knights by Anabelle Lynch  Non fiction | Text:  The knight that wouldn’t fight  Fiction | | Text:  Reptiles by Angela Royston  Non-fiction | | Text:  How to hide a lion in school by Helen Stephens  Fiction | Text:  Grow your own lettuce by Helen Lanz  Non-fiction | Text:  The disgusting sandwich by Gareth Edwards  Fiction | | Text:  A first book of the sea by Nicola Davies  Poetry | | Text:  This is how we do it.by Matt Lamothe  Non-fiction |
| **Maths**  **White Rose** | Reception :  Place Value – numbers to 5  Addition and subtraction – sorting  Place Value – comparing groups  Addition and subtraction – Change within 5  Measurement - time  Year One:  Place Value within 10  Addition and subtraction within 10  Geometry - Shape  Place Value within 20  Year Two:  Place Value  Addition and subtraction  Measurement – money  Multiplication and division  **See Calculation Policy for Vocab and detail.** | | | | | | Reception:  Addition and subtraction – numbers to 5 Place Value – numbers to 10 Addition and subtraction – Addition to 10 Geometry – Shape and space Year One: Addition and Subtraction within 20 Place Value within 50 Measurement - Length and height Measurement – weight and volume Year Two: Multiplication and division Statistics Geometry – Properties of shape Number – fractions Measurement – length and height  **See Calculation Policy for Vocab and detail** | | | | | | Reception:  Geometry – exploring patterns  Addition and subtraction – count on and back  Place Value – Numbers to 20  Multiplication and division – Numerical patterns  Measurement - measure  Year One:  Multiplication and division  Fractions  Geometry – Position and direction  Place Value within 100  Measurement – money  Measurement – time  Year Two:  Geometry – position and direction  Problem solving and efficient methods  Measurement – time  Measurement – mass, capacity and temperature  Investigations  **See Calculation Policy for Vocab and detail** | | | | | |
| **Science** | **Materials (Year 1) Uses of everyday materials (Year 2)**  **Working scientifically:**  - Comparing uses of everyday materials in and around school.  -Suitable materials for building – evaluate.  - Observing closely how materials change  - Identifying and classifying properties of materials  - Recording observations.  - Testing planes/ vehicles made of different materials in DT  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe** squashing, bending, twisting, stretching  **Topic specific:**  Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, brick paper, elastic ,foil, paper, cardboard | | | | | | **Humans**  Questioning - What do humans need to keep healthy. Why do we need to exercise?  Good hygiene and why.  Sorting and classifying  Observe and record – identify ,name and draw the basic parts of the human body and say which is associated with each sense.  Collect data – photographs of themselves as they have grown.  Obtain and present evidence  Timelines of human growth from baby to adult.  – construct simple food chains.  **Working scientifically:**  - Observe and measure how humans grow.  - Gathering and reading data to help answer questions e.g. What humans need to stay healthy.  Suggesting ways to find answers to their questions.  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Senses, tongue, taste, nose, smell, eyes, vision. Skin, touch, ears, hearing, adult, infant, offspring, exercise, types of food, hygiene, nutrition | | | | **Animals**  Questioning –Animals growth and change over time – time line  What do animals need to survive? Basic needs for survival.  Sorting and classifying animals  Observe and record – groups of animals  Collect data- how animals change over time.  Obtain and present evidence – Pictures of animals at different stages.  construct simple food chains.  Evaluate  **Working scientifically:**  - Observing and measuring how animals grow.  - Ask questions about what animals need for survival and suggesting ways to find answers to their questions.  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific**  offspring, adult, basic needs, survival, food, water, air, reproduction, growth, life cycles of animals e.g. butterfly, baby, toddler, child, adult, teenager  **\* They are not expected to understand how reproduction occours. \*** | | **Living things and their habitats**  Questioning – What do all living things do? Questions about local environment.  Sorting and classifying (animals and minibeasts) seen on walks  Observe and record –numbers of different living things on walks. ( Tally) Living and dead and things that have never been alive.  Collect data – tally charts of animals in habitats and micro habitats  Obtain and present evidence - using hand lenses , simple tables using info collected.  Evaluate – compare data from tables – most common minibeast/living creatures found  **Working scientifically:**  - Identifying & classifying **(Magenta principles)**  - Using observations and ideas to suggest answers to questions. E.g. Is a deciduous tree dead in winter?  - Gathering a recording data  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable, question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  habitat, living, dead, food chain, hot, warm, cold, dry ,damp,wet, bright, shade, dark, conditions, rainforest | | | | **Plants**  Questioning – How do plants grow? Is a deciduous tree dead in winter?  Sorting and classifying – plant types/ trees. Parts of a plant and a tree.  Observe and record – drawing of different leaves/ trees  Plants and their habitats  Photograph to record. growth of plants accurately over time.  Collect data -– measurement of plants as they grow.  Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees.  Evaluate- test to see the conditions that plants need to grow – light/ dark wet/dry/,temperature  **Working scientifically:**  - Observe and record how plants change over time.  - Similar plants at different stages of growth  - Setting up a comparative test to show they need light and water.  **Vocab:**  **Working scientifically/**  **Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe**  **Topic specific:**  Wild, deciduous, evergreen, trunk, branches, leaf, root, bud, petal, stem, fruit, vegetable, bulb, seed, temperature, water, light, healthy, germination, reproduction, nutrients, soil, pollination  **Concept cartoon suggestion:**  Upside down seeds from Upside down seeds. | |  |
| **D&T** | **Mechanisms**  Design a vehicle with a moving part out of different materials  Skills based session to create a moving part.  Evaluate moving part and record results  **Vocab:**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate. | | | | | | **Food and nutrition**  Making sandwiches and cakes for a royal garden party.  **Vocab:**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate  Nutrition, healthy eating, varied diet, sweet/savoury, ingredients, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend. | | | | | | **Structures/Construction**  Make a foraging bag  Textiles:  Explore sewing as a way of drawing coloured lines and applique shapes create a picture using a range of fabrics.  Create an A5 size foraging bag.  **Vocab:**  **D.T design evaluate and make transferrable words:**  design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.  Stronger, stiffer, more stable | | | | | |
| **Art** | **Drawing – line and tone: vehicles and movement**  Extend the variety of drawing tools, looking at line, shape and space.  Experiment with tools and surfaces,  Vocab:  Line tone texture  Sharp, smooth, rough, shaded, blend, hatch, **sketch, line, smudge, texture, thick, thin** | | | | | | **Sculpture** – Clay - dragons  Live size dragon – mod roc.  Yr 1 Construction Building models with boxes and containers,  choosing their shape and form to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage.  Yr2 Modelling Clay exploring surface texture on plasticine using fond objects and tools.  Roll out clay to make slabs/tiles and decorate with patter and texture by pressing objects in or adding raised up (relief) using slip to stick to roughed up surface.  **Vocab:**  build, mould, form, texture, design surface, | | | | | | **Printing/Painting - Flags**  Create a pattern, develop impressed images, relief printing, print with a growing range of objects identify the different forms print takes.  Name all of the colours, mixing of colours, find collections of colour, apply colour with a range of tools,  Begin to describe colours by objects, make as many tones of one colour as possible (using white), darken colours without using black, use colour on a large scale.  Vocab:  relief, resist, pattern, shape, found objects, mono-print, tones, primary colours, secondary colours, print | | | | | |
| **Computing** | Year 1 and 2:     1. ESafety 2. Digital Literacy     V**ocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | | | | | | Year 1:   1. E.safety, coding ( scratch Jnr) 2. Coding, digital literacy ( using a computer)   Year 2:   1. e.safety, coding with Beebots 2. Digital literacy (bug hunters)   **Vocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | | | | | | Year 1:   1. ESafety, digital literacy – potty painters 2. Coding Scratch Jnr   Year 2:   1. e.saftey, coding scratch Jnr 2. Coding scratch Jnr, digital literacy using a computer   **Vocab:**  **Transferrable words:**  **safe, on, off, use, save, print,**  **Specific Vocab:**  **password, username, log on, log off, programme, type, powerpoint** | | | | | |
| **History** | Events beyond living memory that are significant national or globally.  **The first aeroplane flight**  **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, **Compare, opinion,**  **Specific vocab:**  Timeline, statue, history, **Invention, contribution, improvement, compare, government, historical , aviators/aviation, biography**  **Historical aims**  - Understand how people’s lives have shaped this nation and how Britain has influenced the wider world.  - Understand the achievements and follies of mankind | | | | | | Changes in living memory (linked to aspects of national life where appropriate  Lives of significant historical figures, including comparison of those from different periods (**Queen Victoria & Queen Elizabeth**)  **Kings and Queens**  **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, **Compare, opinion,**  **Specific vocab:**  Monarch, Richard III, Elizabeth I, Queen Victoria, Chronology, King, queen, prince, princess, duke, duchess, historical facts ,castle, Spanish Armada, family tree, banquet, medieval  **Historical aims**  - Understand how people’s lives have shaped this nation and how Britain has influenced the wider world. | | | | | | Lives of significant historical figures, including comparison of those from different periods  **Explorers (Christopher Columbus)**  **Vocab:**  **Transferrable words:**  past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, **Compare, opinion,**  **Specific vocab:**  **Journey, discover, explore, horizon, travel, direction, compass, North, South, East. West. Distance, route, far and near.**  **Historical aims:**  - Understand how evidence is used rigorously to make historical claims. | | | | | |
| **Geography** | **Use basic geographical vocabulary to refer to local & familiar features (Budleigh/ East Budleigh/ Otterton)**  **Vocab:** factory, farm, house, office, port, shop, travel agent, coast. City, town, village, beach, cliff, coast, forest, hill, mountain sea, ocean, river, soil, valley, season weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day    **Geographical skills and fieldwork:**  - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Weather Patterns 1 Seasons** | | | | | | **Understand geographical and similarities and differences by studying the human and physical geography of a small area of the UK and of a contrasting non-European country (Rainforest Rivers to compare with the river Otter)**  **Vocab: river, meander, location, similar and different, compare, s**eason weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day  **Geographical skills and fieldwork:**  - Use observation skills and simple fieldwork to study the geography of their schools and grounds and the key human and physical features of its surrounding environment.  **Weather Patterns 2 Keeping a record** | | | | | | **Name and locate the world’s 7 continents and 5 oceans**  **Vocab:**  **Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Atlantic, Pacific, Indian, Arctic and Southern Oceans.**  Season weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day  **Geographical skills and fieldwork:**  - Use world maps, atlases and globes to identify countries continents and oceans  Weather Patterns 3 Seasons and Collecting Data | | | | | |
| **Music** | **Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together  Sounding syllables. Using graphic scores.  **Singing** – blend voices, sing in tune.  Dynamics**:** explore, respond to, recognise and identify loud, moderate, quiet and silence  Can explore sounds and how they can be changed through play?  Can handle instruments with control, learning some of the names of them?  Vocab: Loud, Quiet, Crescendo, Diminuendo, Long, Short | | | | | | **Tempo:** explore, respond to and recognise fast and slow.  **Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together  Composition using graphic score. Experiment create and select sounds.  Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment?  I can explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds?  I can identify and name common classroom instruments when choosing which to play.  I can repeat short, rhythmic and melodic patterns?  **Singing,** can sing with awareness of pulse and rhythm.  Vocab: Rhythm, Steady Beat, Faster, Slower, Long, Short | | | | | | **(Instrument hire)**  **Performance -** using hired instruments  **Singing,** I can sing expressively (using loud and quiet, getting louder/quieter?  I can identify the pulse in a range of music at various tempi and join in.  I can perform and create rhythms to a given pulse.  Can I join in and stop as appropriate?  Can I perform following a conductor taking note of musical direction (eg dynamics)  **Pitch:** distinguish between steps, leaps and repeats in melodies, dynamics, crescendo, forte, pianissimo  **Timbre:** identify a range of related instruments by name  Vocab: Descant, treble, pitch, step, leap, high, low | | | | | |
| **PE** | Throwing and catching (running and jumping in isolation, rolling, force)  Invasion games (attacking, defending, scoring, teamwork)  Can I stop/ catch a ball with control?  Can I pass a ball to someone else?  I understand about exercising, safety & short term effects of exercise.  Vocab: throw, catch, defend, score, teamwork, control, healthy. | | | | | | Invasion games (travelling, side stepping, changing direction)  Attacking and defending (passing, dodging)  Can I throw a variety of objects with one hand?  Can I recognise a change in temperature and heart rate during exercise?  CLC – Multi Skills  Vocab: travelling, side-step, direction, attacking, defending, dodging, passing. | | | | | | Dance - country dancing for May Fayre  Multi skills (sports day) (sprinting, relay, jumping, throwing)  Running and jumping (distance, height, speed, length, jumping sequences)  Can I change speed and direction whilst running? Can I jump accurately from a standing position? Can I throw a variety of objects with one hand? Can I recognise a change in temperature and heart rate during exercise?  Vocab: throw, temperature, direction, speed, length, coordination, dynamics, heart rate. | | | | | |
| **RE**  Devon and Torbay RE Syllabus    Y2 Units | Yr1 and 2  1.6 Who is Muslim and how do they live? (Part 1)  Vocab: Allah, Muslim, Prophet, Shahadah, beliefs, Qur'an  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  1.3 Incarnation: Why does Christmas matter to Christians?  Vocab: Gospel, bible, nativity, celebrate, beliefs, God, Jesus  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  R - F 4 Being Special and where do we belong?  Vocab – Special, belong, unique.  F2 INCARNATION: Why do Christians perform Nativity play at Christmas?  Vocab: nativity, Jesus, celebrate, King, world | | | | | Yr1 and 2  1.6 Who is Muslim and how do they live? (Part 2)  Vocab: Allah, Qur'an, Prophet, prayer, beliefs, Shahadah  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  1.5 Salvation: Why does Easter matter to Christians?  Vocab: Incarnation, salvation, bible, beliefs, Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship,  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  R - What time / stories are special and why?  Vocab: God, bible believe, special  F3 Why do Christians put a cross in an Easter garden?  Vocab: cross, bible, Jesus, remember | | | | | | | Yr1 and 2  1.4 What is the good news Jesus brings?  Vocab: bible, Gospel, Christians, forgiveness, peace, beliefs, Jesus, God, church, father, spirit, parable, prayer.  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  1.8 What makes some places sacred to believers?  Vocab: Sacred, worship, church, Mosque, Synagogue, prayer. leader  believe, celebration, belong, symbol, artefact, care, peace, community, reflect.  R - F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians?  Vocab: Creation, God, belief, Christians, beginning, world  F6 Which stories are special are why?  Vocab: God, bible, believe | | | | | |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world | | Celebrating difference | | | Dreams and goals | | | Healthy me | | | | Relationships | | Changing me | | | |
| Visits and Trips | Jan Oke – visit from the author  Walks in the locality/ park  Traffic surveys  Allotment | | Christmas panto | | | Exeter Museum  Cooking – visit ( Warburtons or similar) | | | Puppet Theatre – making puppets?  Allotment | | | | Allotment  Walks/visits in the locality | | Visits to places of worship? | | | |