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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 festivalTour of BritainInternational day of PeaceSukkotHalloween | Christmas worshipChristingleAnti Bullying weekRoad Safety weekRemembranceChildren in Need | Big Garden BirdwatchWorld Religion DaySafer Internet DayValentines Day | Shrove TuesdayAsh WednesdayWorld Book DayFair Trade FortnightPassoverHoli | MaydayChristian Aid WeekRamadanVesak | Leavers’ assemblyEid-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 globallyAspiring to be the best you can beInternational links | Spiritual and ethical questionsResponding creatively | Social actionSpiritual and ethical questionsResponding creativelyThink globallyInternational links | UniquenessDignity and respectSpiritual beliefsPriority of enabling vulnerable pupils.Making positive choicesAspiring to be the best you can be.Positive mental health. | Big questions about exploitation of the natural world.Thinking globallyInternational linksCharity/social action links. | Thinking globallyInternational linksCharity/social action links.UniquenessLinks 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 ValueStatistics (cross curricular) | Addition and subtractionStatistics (cross curricular) | Multiplication and DivisionStatistics (cross curricular) | Measurement:Length and heightShapes and geometryFractionsStatistics (cross curricular) | Money Problem solvingPosition/DirectionTimeStatistics (cross curricular) | Measurement- Weight and volumeMass , capacity and temperatureConsolidation/ investigationsStatistics (cross curricular) |
| **Science**  | MaterialsSorting/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 consequenceSimilarities 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 skylineWashes Silhouettes  | **Painting/ Textile**Rainforest artHenri Rousseau | **Drawing**Sketching plants and natural objectsSunflowers- Vincent van gogh Technical parts of a plant/ tree**Sculpture**Natural objects- Antony Gormley  |  | **Drawing**Landscape drawing of local areaSketches 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 LaneMaking bread **Technical Knowledge**Materials and structure Food and nutrition | **Design** **Make****Evaluate** Carnival costumesBrazilian recipes**Technical Knowledge** TextilesFood and nutrition  | **Design** **Make****Evaluate** Making Florence Nightingale lampsMaking Bog Baby**Technical Knowledge**Materials and structuresTextiles  | **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** | AthleticsBall SkillsSwimming | FundamentalsGymnasticsSwimming | YogaDanceGymnastics | YogaDanceTennis | Invasion Target GamesRugby | Striking and fieldingSports Day PracticeTeam BuildingCricket |
| **Computing**  | Information TechnologyTechnology Around us (Y2)Logging on Digital LiteracyDigital 5 a day[https://www.childrenscommissioner.gov.u](https://www.childrenscommissioner.gov.uk/our-work/digital/5-a-day/) | Information TechnologyDigital Painting (Y1)Digital LiteracyCopyright and ownership | Computer ScienceMoving a robotDigital LiteracyPrivacy and security | Information TechnologyBook creatorDigital photographs (Y2)Digital writing (Y1)Digital LiteracySelf identity and image(Y2) | Computer ScienceProgramming Dance UnpluggedDigital LiteracyOnline relationships (Y2) | Information TechnologyGrouping data (Y1)Pictograms (Y2)Digital LiteracyOnline reputation (Y2) |
| **Music** **Charanga** | Hey YouHarvest Festival | Rhythm in the way we WalkChristmas Nativity | In the Groove | Round and RoundEaster 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  |