

	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Wow moment - introduction	Why can't a Meerkat live in the North Pole?	Famous for more than 5 minutes. Who was Queen Victoria and what is she remembered for?	What makes the Wii more fun than Grandma and Grandpa's old toys?	Where do, and did, the wheels on the bus go?	Which birds and plants can we find in our park?	If only I knew how to fly...
English	Meerkat mail	The Gingerbread Man	Knuffle Bunny	Mr Gumpy's Outing	Supertato	Up and Down
<p><b>Year 1</b></p> <p><b>Word</b></p> <p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p> <p><b>Sentence</b></p> <p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <b>and</b></p> <p><b>Text</b></p> <p>Sequencing <b>sentences</b> to form short narratives</p> <p><b>Punctuation</b></p> <p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal pronoun I</p> <p><b>Terminology for pupils</b></p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p><b>Year 2</b></p> <p><b>Word</b></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn <b>adjectives</b> into <b>adverbs</b></p> <p><b>Sentence</b></p> <p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p> <p><b>Text</b></p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p>						

	Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <b>Terminology for pupils</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			
Maths	Addition and Subtraction  Place Value  Place Value  Addition and Subtraction (Year 1) Multiplication and Division (Year 2)  Geometry- Shape	Time  Place Value (Y1) Graphs (Y2) Money Multiplication, Division and Fractions Length and Height Consolidation	Weight and Volume (Y1) Capacity, volume, mass and temperature (Y2) Place Value (Y1) 3D Shape (Y2) Four operations Assessment Place Value Year 1 and 2 Consolidation and application	
Science	Animals  Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals  •Identify and name a variety of common animals that are carnivores, herbivores	Seasons  Can they observe changes across the four seasons? •Can they name the four seasons in order? •Can they observe and describe weather associated with the seasons? •Can they observe and describe how day length varies?	Humans  Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.	Seasons Cont.
			Plants  Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? •Can they identify and name a range of common plants and trees? •Can they recognise deciduous and evergreen trees? •Can they name the trunk, branches and root of a tree? •Can they describe the parts of a plant (roots, stem, leaves, flowers)?	Materials  Can they distinguish between an object and the material from which it is made? •Can they describe materials using their senses? •Can they describe material using their senses ,using specific scientific words? •Can they explain what material objects are made from? •Can they explain why a material might be useful for a specific job? •Can they name some different every day materials? e.g.wood, plastic, metal, water and rock •Can they sort materials into groups by a given criteria? •Can they explain how solid shapes can be changed by squashing ,bending, twisting and stretching?
RE	Special people (Y1 Unit)	Special symbols and objects (Y1 Unit)	Special things in nature (Y1 Unit)	

Computing	Digital Citizenship & Technology (DL) Lv1 (E-Safety) Pictures Tell a Thousand Words (Y1)	Super Sci-Fi (Y2)	Our Local Area (Y1)	You've Got Mail (Y2)	App Attack- Games Design (Y1)	Let's Fix IT (Y2)
Geography	name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage			Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 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	
History		The lives of significant individuals in the past who have contributed to national and international achievements. Some should be	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>Toys past and present</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple compass directions (North,		Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

		used to compare aspects of life in different periods <b>Queen Victoria</b>		South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		<b>Great Fire of London</b>
DT		Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Build structures, exploring how they can be made stronger, stiffer and more stable Marble runs	Explore and evaluate a range of existing products Design and make a moving toy	Explore and use mechanisms [for example, levers, sliders, wheels] Make a Moving Bus		
Art	To use a range of materials creatively to design and make products  Mixing paint to create hot and cold paintings		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. LC6 provides children with an opportunity to find out the work of other artists and then to create their own self-portrait using the media that	Opportunities for children to sketch the plants and trees they have observed. To use drawing, painting and sculpture 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	



<p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)  How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]  <b>Sentence</b>  How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using <b>and</b>  <b>Text</b>  Sequencing <b>sentences</b> to form short narratives  <b>Punctuation</b>  Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal pronoun I  <b>Terminology for pupils</b>  letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>			
<p><b>Year 2</b>  <b>Word</b>  Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]  Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)  Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>  <b>Sentence</b>  <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)  Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>  <b>Text</b>  Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]  <b>Punctuation</b>  Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  <b>Terminology for pupils</b>  noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>			
Maths	<p>Addition and Subtraction</p> <p>Place Value</p> <p>Place Value</p> <p>Addition and Subtraction (Year 1)</p> <p>Multiplication and Division (Year 2)</p> <p>Geometry- Shape</p>	<p>Time</p> <p>Place Value (Y1)</p> <p>Graphs (Y2)</p> <p>Money</p> <p>Multiplication, Division and Fractions</p> <p>Length and Height</p> <p>Consolidation</p>	<p>Weight and Volume (Y1)</p> <p>Capacity, volume, mass and temperature (Y2)</p> <p>Place Value (Y1)</p> <p>3D Shape (Y2)</p> <p>Four operations</p> <p>Assessment</p> <p>Place Value</p> <p>Year 1 and 2 Consolidation and application</p>
Science	Use of Everyday Materials (Year 2)	<p>Living Things &amp; Habitats</p> <p><b>STEM activity for Dads-Fri Spr 2</b></p>	<p>Plants (Year 2)</p> <p>Animals including Humans (Year 2)</p>
RE	Special Places	Special Words and Stories	Special Ways of Living

Computing	Digital Citizenship & Technology (DL) Lv1 (E-Safety) We are all Connected (CS)	Whatever the Weather (IT)	Walking with Dinosaurs (CS)	Code-tastic (CS)	Pictures Tell a Thousand Words	Vehicles(IT, DL)
Geography	Polar Climates Ice Explorers Navigation Techniques		UK, Seas, Oceans & Continents of the World Great Barrier Reef Making and Reading Maps Compass Points Galapagos Islands		Travel and Traffic Survey Playgrounds Local Buildings	UK: Seaside Towns Mountains Rivers & Canals Castles
History	Florence Nightingale Inventors, Communicators, Sportsmen, Authors		Explorers, Boats and Ships Charles Darwin		History of the School	Railways Seaside holidays Family history
DT	Musical Theatre Boxes Technical Drawings and Design & Build Models		Models (Islands), Constructing Boats		Local Park Model Miniature Village	
Art	Using a range of Media Study of Artists: Van Gogh Manuscript & Printing Press		J.M.W. Turner (Watercolours and Collages) Sculptures, Sketching		Collage Posters Sculpture	
PSHE	<b>Choices</b> Choosing a friend/ Managing money/ Money & talents	<b>Communities</b> Packing a bag/ Environmental problems/ Then & now/ Journeys around the world/ An ideal community	<b>Feelings &amp; Relationships</b> Understanding the human body/ A new baby/ Friendship web/ Teasing & bullying/ Portraits/ Cultural diversity/ Friends go on an adventure/ Understanding sickness & disease	<b>Right &amp; Wrong</b> Stealing/ Telling lies/ Truthfulness	<b>Rights &amp; Responsibilities</b> The right to medical care	<b>Rules</b> Rules for our protection/ Useful rules/ Good road-craft

MUSIC	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135923-autumn-1">http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135923-autumn-1</a>	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/136661-autumn-2">http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/136661-autumn-2</a>	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135937-spring-1">http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135937-spring-1</a>	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/135987-spring-2">http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/135987-spring-2</a>	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135951-summer-1">http://www.essexonlinemusic.co.uk/c/135921-scheme/135922-year-1/135951-summer-1</a>	<a href="http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/136001-summer-2">http://www.essexonlinemusic.co.uk/c/135921-scheme/135965-year-2/136001-summer-2</a>
	Hey You! (Y1 unit)	Babushka (Y2 unit)	In The Groove (Y1 unit)	I Wanna Play in A Band (Y2 unit)	Round and Round (Y1 unit)	Reflect, Rewind and Replay (Y2 unit)
PE	Gymnastics – Creating & performing actions showing control and smooth linking actions Swimming	Games: Ball Handling Skills Hand/Eye Swimming	Gymnastics-Creating & performing sequences using apparatus combinations and developing partner work Swimming	Dance-KS1 Festival Games – Ball Control, Football/Hockey Swimming	Games: Mini Ball Games/3Ts Cricket Swimming	Games: Rocket Skills Athletics