

Formal Pathway **KS1-2** - CYCLE 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy including texts</i></p> <p><i>Taken from NC and Equals</i></p>	<p>Fiction Texts Stories with predictable and patterned language Stories with familiar settings Choose stories as highlighted by specific pupils. Gingerbread man Hansel and Gretel Pinocchio Ugly duckling Word recognition- reading and symbol reading linking to stories. Comprehension- guided reading or comprehension activities Spelling and handwriting- link with phonics Scissor skills.</p> <p>See equals for progression of speaking and listening/reading and comprehension.</p>	<p>Light and Dark- Explanations Information texts</p> <p>WoW said the owl Peace at last Owl babies Go sleep in your own bed Word recognition- reading and symbol reading linking to stories. Comprehension- guided reading or comprehension activities Spelling and handwriting- link with phonics Scissor skills</p>	<p>Traditional stories Different stories from the same author Julia Donaldson</p> <p>Word recognition- reading and symbol reading linking to stories. Singing songs Story structure. Comprehension- guided reading or comprehension activities Spelling and handwriting- link with phonics Scissor skills</p>	<p>Poems-Using the senses, poems on a theme, patterns on the page Brown bear The colour monsters I can sing a rainbow A range of colour poems Traffic light poems Reading and understanding different types of poetry. Writing new poems. Poetry performances in peers. Spelling and handwriting Word recognition. Scissor skills</p>	<p>Stories from a range of cultures Handa's surprise/ hen Aladdin Mulan Din sum for everyone Paddington bear Word recognition- reading and symbol reading linking to stories. Comprehension- guided reading or comprehension activities Spelling and handwriting- link with phonics Scissor skills</p>	<p>Selection of NF texts on Materials. Labels, lists and captions. Information texts. Argos/Ikea catalogues. Look at different types of materials in different hardware booklets. Share any touchy/feely stories and make own books. Cutting and joining different materials. Scissor skills.</p> <p>The messy magpie Michael recycles What a waste! The life of a little plastic bottle</p>
<p><i>Phonics</i></p> <p><i>Read Write Inc. programme</i></p>	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.
<p>Maths</p> <p>Equals- see how this goes and how it will plan from White Rose Maths for subsequent terms.</p>	<p>Number System 1 To learn about: One and groups/many/lots. Use numbers in every day situation. 1:1 correspondence and counting out amounts. Understand none, zero, nil, nothing. Comparing sets of amount, adding and taking away. Using ordinal numbers 1st, 2nd, 3rd.</p>	<p>Geometry Matching shapes. To complete patterns and sequences using a range of shapes. To sort by given attributes. To solve problems e.g. matching cups and plates, sorting biscuits and sweets. Identify objects that don't belong to a group. To begin to estimate more/less.</p>	<p>Measurement- length size and height. To explore similar objects of different sizes. To explore lengths. To explore big and little objects, sorting into groups. To make objects longer and smaller on request. To begin to use non-standard measurements of length and height. To compare objects by height and order.</p>	<p>Number System 2 To begin counting out amounts using 1p coins. Recognising numerals. To record and form numerals. To begin to use vocabulary add and take away.</p>	<p>Statistics Matching pictures to sets and objects. To copy simple patterns and sequences. Create patterns using shapes. To label objects with numerals or actions for every day objects. To take the register/dinner register. Class tuck shop. Simple word problems.</p>	<p>Measurement- time Moving in a range of ways/ slowly and quickly. Responding in music. Sequence symbols and photos in time order- school day, week. Begin to use non-standard measurement of time e.g. clapping. Use time related vocab e.g. playtime, home time, bedtime.</p>
<p><i>Science</i></p> <p><i>Equals document</i></p>	<p>Ourselves Explore all of the senses. Explore using single senses and in combination with others. Learn about similarities and differences with self and others. Learn how people grow and develop. Experience movement and being moved.</p>	<p>Light and Dark/Keeping warm (seasonal changes) Experience light and absence of light. Interact with a range of light sources. Learn about light and how it affects objects. Observe light sources in more intense dark rooms and how they change vision etc. Explore hot and cold temperatures</p>	<p>Variation and comparison with plants. Experience the variety of things growing in the wild. Explore similarities and differences between humans, animals and plants. Group living things by classifying them.</p>	<p>Teeth and eating. To learn about personal health and how eating can affect it. Learn how teeth develop and how to care for them. Know the purposes of different types of teeth.</p>	<p>Growing plants Experience leaves and flowers, collecting and displaying. Learn how leaves and flowers grown/change. Observe and comment and record similarities and differences.</p>	<p>Sorting and using materials. Explore every day objects and their properties. Explore senses and develop skills of observation. Group and sort materials in different ways.</p>

	Look after animals with care and compassion.	and how to measure. Learn about materials that keep objects hot or cold.				
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Trips and visits	Christmas trip (e.g Santa visit or pantomime)		Trip linking to topic chosen by class teacher		Summer trip (e.g. seaside, residential, lea green, theme park)	
Parental Involvement	Parents evening Harvest Festival		Annual reviews (although these might be spread out throughout the year)		Meet and Greet (new teachers) Sports day	
PE Taken from Equals Adventurous and outdoor activities- to be done throughout the year. Explore different obstacle courses. Explore and navigate around the local environment. Adventure trails. Bikes & trams. Making shelters and dens	Fundamentals Follow cards in school.	Dance See equals KS2- improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers. Create dances and performances for Christmas productions.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes. Flexibility Strength Technique Core Balance	Invasion games Hockey Holding a stick and using this to control a ball. Moving at different speeds with a ball, dribbling around apparatus. Using ball to shoot into a goal. Begin to understand rules of Hockey and how to attack in different situations. Begin to play basic games.	Net and Ball games Rounders To hold bat correct and understand the rules of the game. To name different pieces of equipment and familiarise self with these. To begin to practise hitting the balls. To play games of rounders and develop sportsmanship	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races. Compare own performances and PB's
	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim
RE Equals Modules	What do people around me believe?	Why is Jesus a special person? 2.3.2	What can happen at weddings? 2.3.3	Why did Jesus tell stories?	What can Buddha teach us?	How is Ganesh worshipped by Hindu's?2.3.1
RSHE (PSHE Association KS1-2 Areas)	Caring friendships PSHE Association: Self-Awareness (SA3 Playing and working together)	Mental wellbeing PSHE Association: Managing feelings (MF1 Identifying and expressing feelings)	Online relationships PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online)	Health and Prevention PSHE Association: Self-care, support and Safety (SSS1 Taking care of ourselves)	Respectful relationships PSHE Association: The world we live in (WIL1 Respecting differences between people)	Physical health and fitness PSHE Association: Healthy Lifestyles (HL2 Taking care of physical health)
Computing (Taken from Y1 Purple Mash SoW)	Digital Literacy Unit 1.1 Online safety & Exploring purple mash	Computer Science Unit 1.2 Grouping & sorting Unit 1.4 Lego Builders	Information Technology Unit 1.3 Pictograms Unit 1.8 Spreadsheets (Including 2Count & 2Calculate)	Digital Literacy Unit 1.9 Technology outside school	Computer Science Unit 1.7 Coding (Including 2Code)	Information Technology Unit 1.6 Animated story books (Including 2Create A Story)
History & Geography	Geography Exploring the locality in which we live. Where do we live, what does this look like. Local amenities compare to other areas in the local environment.	History- The Great Fire of London Key events and the significance of it and impact today. How the fire started. Significant characters Fire safety and understanding how to keep safe and act accordingly. Building cities and towns and watching the	Human and physical geography- Identify seasonal patterns. North and south poles and the equators. Key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley. Human	History Florence Nightingale- Explore the significance of her life and her contribution to national achievements.	History- To learn about the life and work of Rosa Parks. Who is she, what is her legacy. Learn about her childhood and life/impact today.	Geographical fieldwork- Use maps, atlases and globes. Using directions e.g. N E S W. Describe features on a map, follow and use positional language.

Taken from the national curriculum.		spread of fire through boxes decorated as houses etc	features- city, town, village, factory, farm, house, office, harbour, shop.		Rights for all and importance of this. Class democracy examples/voting.	
Cookery (Support Food for Life)	Skill: Mix/stir (including hand whisk) Recipes to include; veggie frittata, eggs etc.	Skill: Spoon (using 2 spoons to transfer ingredients into different size/shape, e.g., liquid foods into cases) Recipes to include; festive treats	Skill: Measure (jug and scales) Recipes to include; soups	Skill: Cut out (placing cutter into positions) Recipes to include; Scones, biscuits etc.	Skill: Grate (firmer foods, e.g., apple, carrot) Recipes to include; coleslaw, salads, veggie muffins etc.	Skill: Snip (using kitchen scissors) Recipes to include; herbs, lettuce, cabbage etc.
The arts, music & Technology (including Culture Weeks)	Design & Technology (one Activity per week as part of play sessions) Cutting and joining materials. Art Music Singing – group and solo with backing track accompaniment	Design & Technology (one Activity per week as part of play sessions) Cutting using different tools and scissors. Art Music Singing, performing, listening – Nativity – traditional and popular Christmas songs	Design & Technology (one Activity per week as part of play sessions) Design- draft, evaluate and plan. Art Music What are my favourite songs? Sharing ideas and songs we listen to.	Design & Technology (one Activity per week as part of play sessions) Mechanisms of different moving objects. Art Music Choosing and learning a song to record on a CD as a class.	Design & Technology (one Activity per week as part of play sessions) Cutting and joining. Art Music Listening – Drums and percussion from around the world	Design & Technology (one Activity per week as part of play sessions) Construction using different building resources and materials. Art Music Composing – Who writes music and why?
MFL	Spanish- Greetings and informal conversations with peers. Who you live with and objects around the home.	None this term	Spanish Learn about the names of food and eating out. Role play café.	None.	Spanish Hobbies and interests including sports and activities.	None.

Formal Pathway **KS1/2** - CYCLE 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy including texts</i></p> <p><i>Taken from NC and Equals</i></p>	<p>The Alphabet! (& Assessment at what we can do- additional drive on reading and phonics to ensure correct streamlined groups)</p> <p>Dr Seuss ABC Roald Dahl ABC To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read.</p> <p>Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Stories and Fairy Tales- Teachers choice based on interest of cohort</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Non-fiction texts Teachers' choice based on interest of cohort</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Rhymes and Poems Teachers' choice based on interest of cohort</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Narratives Teachers choice based on interest of cohort</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Myths and Legends. Teachers choice based on interest of cohort</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>
<i>Phonics</i>	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following	Daily burst of phonics in ability groups	Daily burst of phonics in ability groups	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following

<i>Read Write Inc. programme</i>		the Read Write Inc Scheme.	following the Read Write Inc Scheme.	following the Read Write Inc Scheme.		the Read Write Inc Scheme.
Maths Equals & White Rose Maths	The number system. Numbers up to any amount suitable for students, amounts, bigger and smaller. Adding groups of numbers and taking away. Recording numbers and number formation. Using numbers to record information in different ways e.g. venn diagrams, tally charts (1 marking corresponds to one observation and how this can be recorded) pictograms.	Money (RW) Matching and sorting coins into groups. Understanding that money has value and how else this can be represented other than coins. Counting out amounts. Bigger and smaller values. Similarities and differences between coins.	Weight Using vocabulary; heavy, light, heaviest, heavier, lighter. Apply to real life objects and use appropriately in correct situations. Begin to explore how weight can be measured for example, grams kilograms, tonnes. Order. Use scales in cookery to weigh out objects.	Properties of Shapes To recap previous learning on 2-d shapes. Recall names and where these might be seen in real life situations. Understand the difference between 2-d and 3-d. Name 3-d shapes. Make structures and design buildings using shapes. Explore shapes in architecture/places of worship.	Number- Addition and subtraction Begin to understand adding groups and the increase in amounts. Repeat for subtraction. Begin to understand symbols and what these mean. Complete addition and subtraction in the simplest form. RW.	Time Explore the passing of time. How do we know time passes? Routines and symbols. Organise a school day, using vocabulary such as morning or afternoon, evening. Begin to explore days of the week and creating own timetable or diary entry.
<i>Science Equals document</i>	Light and Shadow Discover what is meant by a light source. Explore how shadows are made. The position and length of shadows, sketch around them to create drawings. How shadows change during a day-sundials, Shadow theatre. Day and night. How opaque and transparent materials let light through.	Keeping Warm! Explore and name items that are warm and cold, noticing the differences. Identifying changes in temperature. Use correct vocabulary. Use of thermometers. How to keep something cold. How to keep something warm.	Pushes and Pulls Cause a reaction by moving body in different ways. Push-when do we need to do this and why? The physics behind it. Pulls (as above) Spins The impact of movement on materials and people.	The Earth and Beyond/ Working Scientifically (STEAM Week) Recognise that the Earth spins. The explore the different seasons through the senses. The orbiting of the moon. Luminosity and the exploration of light. Eclipses of the sun and moon. The solar system- how it's made up and learning about the planets.	Health and Growth Explore the movement and growth of living things. The necessity to eat & drink in order to stay alive. Experience the senses. Differences and similarities between humans & animals. Match animals to their young. Life cycle. Experience babies and young adults. How to stay healthy. How to keep fit.	Rocks and Soils The use of rocks. Different types of rocks, testing rocks. Choosing ricks for different types of purposes. The origins and differences between soils. Investigating soils.
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Trips and visits	Christmas trip (e.g Santa visit or pantomime)		Trip linking to topic chosen by class teacher		Summer trip (e.g. seaside, residential, lea green, theme park)	
Parental Involvement	Parents evening Harvest Festival		Annual reviews (although these might be spread out throughout the year)		Meet and Greet (new teachers) Sports day	
PE Taken from Equals and Adventurous and outdoor activities- to be done throughout the year.	Fundamentals Follow cards in school.	Dance See equals KS2- improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Gymnastics Explore and use shapes and movements with the body. Make a short sequence. Use apparatus for different purposes.	Invasion games Tag Rugby. Own agility, working on speed and direction. Rolling and receiving balls. Throwing and catching. Begin to play games of tag rugby with peers. Removing Velcro strips at different	Net and Ball games Netball Passing- different types. Catching. Pivoting. Stop, staring. Distances between people. Shooting.	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races. Compare own performances and PB's

Explore different obstacle courses. Explore and navigate around the local environment. Adventure trails. Bikes & trams. Making shelters and dens					speeds. Putting ball down at speed.	Playing basic games as a team. Competitive sportsmanship.	
	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim
RE Equals KS1/2	Why do people say thank you at Harvest? 1.2.1	What does light mean? Diwali/Avent/Hannukah 1.2.2	What festivals do we celebrate at Spring? 1.2.4	What is it like inside a religious building? 2.5.1	How do we recognise a religious leader? 1.2.3	What happens at a Wedding? 2.3.3	
RSHE (PSHE Association KS1-2 Areas)	NSPCC – Speak out, Stay safe	Community & Economic PSHE Association: The world I live in (WILI6 Money)	Mental wellbeing PSHE Association: Managing Feelings (MF2 Managing strong feelings)	Being safe PSHE Association: Self-care, support and safety (SSS2 Keeping safe)	Changing adolescent body PSHE Association: Changing and growing (CG1 Baby to adult)	Families and people who care for me PSHE Association: Self-awareness (SA4 People who are special to us)	
Computing (Taken from Y1 Purple Mash SoW)	Digital Literacy Unit 1.1 Online safety & Exploring purple mash	Computer Science Unit 1.5 Maze explorers (Including 2Go)	Information Technology Unit 2.3 Spreadsheets (Including 2Calculate)	Digital Literacy Unit 2.2 Online Safety	Computer Science Unit 2.1 Coding (Including 2Code)	Information Technology Unit 2.4 Questioning (Including 2Question & 2Investigate)	
History & Geography Taken from the national curriculum.	Geography- The continents and oceans of the world. Becoming familiar with the world and understanding its makeup. Choose different oceans and continents each week and explore the: Location Features & biomes Animals and people that live there Food, religion and cultures.	History- Discover and learn about a local historian or significant local event e.g, the plague and Eyam. Where is Eyam and the significance of the outbreak in the area. Symptoms of the plague. Medicine available. Key facts on the history of the plague and how the village reduced spreading the disease. Re-enact and role play from how students imagine it to have been.	Geography- Maps. Devise own maps and keys. Map of the school. Identify and colour code key areas. Create own maps of play grounds, obstacle courses etc. Look at ordinance survey maps and start to understand the use of some key symbols and the meanings of these. Match and draw these. Create own keys and symbol representations.	History- Neil Armstrong Understanding space, including planets and moons. What are moons? Who is NA and why are his achievements so incredible? Learn about food in space, space shuttles and vehicles as well as life forms on the moon. Learn about clothing.	Geography- Fieldwork! Understanding different positional language. Begin to use vocabulary such as N, E, S & W. Basic map reading including treasure hunts and exploration of the park. Describing the features of local areas on route. Geocaching. Fieldwork and observational skills of the local environment.	History- Vikings To understand the difference and passage of time. To learn about buildings, clothing, food, weaponry, settlements, attitudes and differences, rich and poor. Travel and leisure activities.	
Cookery	Skill: Bridge knife technique	Skill: Sieving	Skill: Using balance scales	Skill: Kneading & shaping	Skill: Arranging ingredients/toppings & spreading with the back of a spoon	Skill: Handling and folding filo pastry	

(Support Food for Life)	Recipes to include; soft foods tomato, strawberries	Recipes to include; using flour (cakes)	Recipes to include; granola, overnight oats, healthy snacks and biscuits	Recipes to include; bread rolls	Recipes to include; pizza	Recipes to include; savoury/fruit tarts, apple strudel, spring rolls and samosas
The arts, music & Technology	<p>Design & Technology (one Activity per week as part of play sessions) Design shadow puppets.</p> <p>Art</p> <p>What can we see? – finding circles. Skills – explore shape, fine motor skills, nurture curiosity, open mindsets, visual literacy, reflecting and talking. Create sketchbooks.</p> <p>Pathway: Spirals (accessart.org.uk)</p> <p>Culture week – England. Autumnal equinox</p> <p>Music</p> <p>Performing – Octave colour score</p>	<p>Design & Technology (one Activity per week as part of play sessions) Cutting using different tools and scissors.</p> <p>Art</p> <p>Exploring colour – Simple printmaking. Skills – explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Pathway: Simple Printmaking (accessart.org.uk)</p> <p>Culture week – Norway. Christianity. Evangelical Lutheran Church of Norway. Nordic folk art.</p> <p>Music</p> <p>Performing and listening – Now That's What I call Christmas- Singing and signing</p> <p>Nutcracker- playing a range of instruments and exploring dances from the Ballet</p>	<p>Design & Technology (one Activity per week as part of play sessions) Making something move- explore movement in different forms and vehicles.</p> <p>Art</p> <p>Playful making – Exploring materials and intention with a playful approach. Skills – modelling, hand eye coordination, fine motor skills, dexterity.</p> <p>Pathway: Playful Making (accessart.org.uk)</p> <p>Music</p> <p>Wider opportunities brass tuition</p> <p>Singing – Vocal warm-ups</p> <p>Singing in canon – 2 parts, 3 parts</p>	<p>Design & Technology (one Activity per week as part of play sessions) Circuits and creating 'light'.</p> <p>Art</p> <p>Frida Khalo?</p> <p>Whole school focus</p> <p>Music</p> <p>Wider opportunities brass tuition.</p> <p>Chants and rhymes – throw catch</p>	<p>Design & Technology (one Activity per week as part of play sessions) Design- draft, plan and evaluate.</p> <p>Art</p> <p>Making birds – Observational, drawings, sculpture. Skills – drawing, collage, hand eye coordination, fine motor skills.</p> <p>Pathway: Making Birds (accessart.org.uk)</p> <p>Music</p> <p>Composing – telling a story e.g. the river</p>	<p>Design & Technology (one Activity per week as part of play sessions) Construction, including rocks and their properties- looking at houses and joining brick activities.</p> <p>Art</p> <p>Exploring watercolours. Skills – painting, colour recognition, colour mixing, mark making.</p> <p>Pathway: Exploring Watercolour (accessart.org.uk)</p> <p>Music</p> <p>Composing, listening, performing – pop structure – write a class song</p>
MFL	Spanish-	None this term	Spanish	None.	Spanish	None.

	Greetings and informal conversations with peers. Who you live with and objects around the home.		Learn about the names of food and eating out. Role play café.		Hobbies and interests including sports and activities.	
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Formal Pathway **KS1/2** CYCLE 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy including texts</i></p> <p><i>Taken from NC and Equals</i></p>	<p>Superheroes Supertato Spiderman & Amazing Friends Marvel 10 Little Superheroes</p> <p>Create own Fact file, including own strengths and weaknesses/super powers etc</p> <p>(& Assessment at what we can do-additional drive on reading and phonics to ensure correct streamlined groups)</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Stories and Fairy Tales- Little Red Riding Hood Peter Pan Billy Goats Gruff Polar Express</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Non-fiction texts Understanding the purposes of different texts for various purposes. Leaflets Posters</p> <p>Comment and learn about features. Design own to be shared around school for given reason.</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Rhymes and Poems Examples of poems to be covered: Brown bear The colour monsters I can sing a rainbow A range of colour poems Traffic light poems A range of different poems that interest the students.</p> <p>To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Narratives Any story that interests the child-daily reading at the end of the day.</p> <p>Following instructions with: Hokey cokey The grand of duke of York The pirate went to sea Cha Cha slide To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>	<p>Myths and Legends. Trojan horse Pandoras box Sword in the stone Little mermaid Choose from the above texts. To be practiced weekly: Handwriting Spelling</p> <p>Students should be exposed to/hear texts above a level at which they can read. Text comprehension</p> <p>Mark making, dough disco. Pen disco Forming patterns- vertical, horizontal, circular, across both planes of the body, zig zag marks. Beginning to make marks (either independently and copy these) start to give meaning to the marks they make. To begin to form graphemes. Begin to draw faces and add features etc. Scissor skills Joining materials together</p>

					Begin to draw faces and add features etc. Scissor skills Joining materials together	
<i>Phonics Read Write Inc. programme</i>	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.	Daily burst of phonics in ability groups following the Read Write Inc Scheme.
Maths Equals- see how this goes and how it will plan from White Rose Maths for subsequent terms.	Place Value & Number Recap current understanding of numbers and what these mean in real life contexts .e.g number of items for a recipe or shopping list. Begin to gain a greater understanding of two digits and place value. For triangles consider up to three digits.	Estimation Why do we estimate? Give examples where we might do this. Estimating amounts or groups and have some accuracy- check estimations. Recap learning from previous turn and repeat any number awareness pupils need to work on.	Position and Direction To learn about positional language and follow instructions to complete actions. Be able to give own instructions using positional language accurately. (on, in, under, inside, on top next to, Infront, behind) Directional language, begin to learn about right, left, forwards, turning. Navigate way around different areas following prompts. Link to speaking and listening.	Length, Height & Capacity Explore length & height and how we can measure using equipment and units of measurement. Measure using non-conventional techniques.	Time Recap previous years learning about time. E.g. time of day, days. Begin to look at clocks- where are they located? What do they tell us? Look at different types of clocks, begin to learn o'clock.	Number The number system. Ordering and understanding the value up to 100. Recognising bigger and smaller numbers. Filling in number grids or lines and matching these to groups of numbers. Revisit addition and recording this.
<i>Science Equals document</i>	Plants and Animals in the local environment Have contact and experience animals in a range of different environments. Places where animals & different plants live. How to treat plants and animals sensitively. What humans need to live well. What other animals need to live well.	Sound and Hearing The Presence and absence of sound. What sounds are familiar and what sounds are new? Common sounds around us. Soundtrack games. Making sounds with our body. Changing sounds. Sound for emergencies. Locating hidden sounds and music as a sound.	Magnets and Magnetism Explore motion of pushing and pulling. Attraction and repulsion, Magnetic materials & magnets in the home. Investigating the behaviour of magnets through practical experiments.	Moving and growing Understand or learn what the body is made up of. Movement of body parts and learn about bone and muscle. Muscle relaxation exercises. Position of the bones in the body. Muscles and exercise.	Materials and their properties. Explore the properties, Use of materials for a given purpose. Fair testing materials. Suitability of materials e.g. paper umbrella. Sorting, grouping and describing.	Green plants Explore and discover about the parts of a plant. What is a seed and why do these disperse? Look at the structure of seeds. The importance of sunlight for growth. Photosynthesis. What are roots? Why are they needed?
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Trips and visits	Christmas trip (e.g Santa visit or pantomime)		Trip linking to topic chosen by class teacher		Summer trip (e.g. seaside, residential, leaf green, theme park)	
Parental Involvement	Parents evening Harvest Festival		Annual reviews (although these might be spread out throughout the year)		Meet and Greet (new teachers) Sports day	
PE Taken from Equals	Fundamentals Follow cards in school.	Dance See equals KS2- improvisation, using a stimuli. Perform and demonstrate rhythmic and dynamic qualities. Work with peers.	Gymnastics Explore and use shapes and movements with the body. Make a short	Invasion games Football Using feet to make contact with ball.	Net and Ball games Cricket Throwing a ball under and over	Athletics Explore how to travel, run, jump and throw with decreasing levels of adult

<p>Adventurous and outdoor activities- to be done throughout the year. Explore different obstacle courses. Explore and navigate around the local environment. Adventure trails. Bikes & trams. Making shelters and dens</p>				sequence. Use apparatus for different purposes.	Dribbling in different directions at different speeds. Shooting in different ways. Shooting into a goal. Basic tackling and the rules behind this. Following rules to begin to play basic games. Teamwork and sportsmanship. Positions of different players.	arm. Throwing at a target e.g. stumps. Catching from different distances. Holding a bat, hitting a ball with a bat. Basic games and scoring of cricket. Different positions on a cricket pitch. Visit to a pitch and play game on here.	support. Prepare of sports day activities and races. Compare own performances and PB's
	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim	Weekly swim
RE Equals KS1/2	Why do people go on journeys to sacred places?	How is Christmas expressed through the arts? 2.6.2		Belonging- how are new babies welcomed into the world?	What makes Easter a special time for Christians?	How does our community care for others?	Why do we wear clothes for different occasions? 2.6.6
RSHE (PSHE Association KS1-2 Areas)	Caring friendships PSHE Association: Self-awareness (SA2 Kind and unkind behaviours)	Basic first aid PSHE Association: Healthy Lifestyles (HL3 Keeping well)		Internet safety and harms PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online)	Changing adolescent body PSHE Association: Changing and growing (CG2&3 link Changes at puberty with Dealing with touch)	Healthy eating PSHE Association: Healthy lifestyles (HL1 Healthy eating)	Respectful relationships PSHE Association: The world I live in (WILL5 Belonging to a community)
Computing (Taken from Y1 Purple Mash SoW)	Digital Literacy Unit 1.9 Technology outside school	Information Technology Unit 2.6 Creating pictures (Including 2Paint a Picture)		Information Technology Unit 2.7 Making music (Including 2Sequence)	Digital Literacy Unit 2.5 Effective searching	Computer Science 2Code programme	Information Technology Unit 2.8 Presenting ideas
History & Geography (Taken from the national curriculum.)	Geography- The cities within the UK Explore the countries in which the different cities are. Key local features including historical figures buildings. Important buildings and the history of the cities compared to now. Compare the cities and experience differences between them.	History- Queen Victoria What period did she reign? Significant events in her life. Family. Places of interest and homes. Controversy. Clothing, food and buildings in the era she reigned.		Geography- South America Locate on a map in relation to own location and the rest of the world. The countries that make up SA. Explore the culture, historical figures and places of specific interest. Experience and taste food and smells. Compare to current location.	History- The Roman empire Italy and who the romans were. The Roman empire. Clothing, food and drink, ancient artifacts/coins. Fighting & animals. Creating mosaic patterns.	Geography- The water cycle. What is water and understand the different uses of this. The process of the water cycle and the continuous movement of this around our planet. Learn about rivers, streams and oceans, rain and evaporation through different practical activities.	History- The first aeroplane flight! Create a timeline between 1902-now. Look at planes that fly. Learn about the Wright brothers and their accomplishments. Make own paper planes and trial different flights. Compare different types of planes over time and place on timeline. What are planes used for?

<p>Cookery (Support Food for Life)</p>	<p>Skill: Claw knife technique</p> <p>Recipes to include; soft foods e.g., cucumber before introducing harder foods e.g., carrot</p>	<p>Skill: Cutting out rolled pastry, then glazing e.g., brushing with egg or milk</p> <p>Recipes to include; puff pastry biscuits, small tarts etc.</p>	<p>Skill: Scooping e.g., removing mango flesh from the skin, avocado etc. Potato from the jacket</p> <p>Recipes to include; potato skins, avocado on toast</p>	<p>Skill: Mashing and squeezing (using a lemon squeezer)</p> <p>Recipes to include; mashed banana, mashed potato for fishcakes</p>	<p>Skill: Beating ingredients together</p> <p>Recipes to include; salad dressings</p>	<p>Skill: All in one cake mixing, scraping out the mixture with spatula & dividing mixture into tins/cake cases</p> <p>Recipes to include; packet cake mixes</p>
<p>The arts, music & Technology</p>	<p>Design & Technology (one Activity per week as part of play sessions) Skill- cutting, shaping and joining materials.</p> <p>Art</p> <p>Music</p> <p>Singing – without accompaniment</p>	<p>Design & Technology (one Activity per week as part of play sessions) Building structures using different pieces of equipment.</p> <p>Art</p> <p>Music</p> <p>Singing from memory – Now That's What I Call Xmas (pop) - performing</p>	<p>Design & Technology (one Activity per week as part of play sessions) Designing something for home/school using magnets.</p> <p>Art</p> <p>Music</p> <p>Hip Hop – performing – tempo, pulse</p>	<p>Design & Technology (one Activity per week as part of play sessions) How wheels work- create own moving vehicles.</p> <p>Art</p> <p>Music</p> <p>Performing and composing – Body percussion</p>	<p>Design & Technology (one Activity per week as part of play sessions) Using materials for their given purpose, including waterproof, insulating etc.</p> <p>Art</p> <p>Music</p> <p>Composing – coloured and graphic scores</p> <p>Show pitch, duration, dynamics, and/or tempo</p>	<p>Design & Technology (one Activity per week as part of play sessions) Design own plant pot using different media and materials.</p> <p>Art</p> <p>Music</p> <p>Composing with different scales e.g. C major, D minor, F major, A minor pentatonic scales</p>
<p>MFL</p>	<p>Spanish- Greetings and informal conversations with peers. Who you live with and objects around the home. Extension on previous years.</p>	<p>None this term</p>	<p>Spanish Describing people and places.</p>	<p>None.</p>	<p>Spanish Songs and rhymes</p>	<p>None.</p>