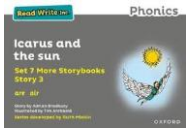
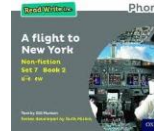
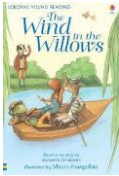
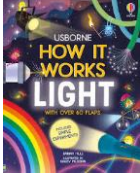
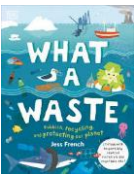
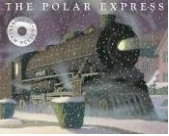
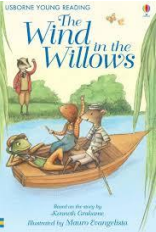
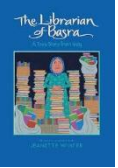
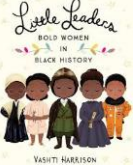
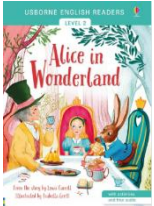


Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Year 2 RWI → Guided Reading Transition (Grey Extra Storybooks)</u> <i>This bridge unit is designed to support children moving from the structured routines of Read Write Inc. into whole-class guided reading. The structure maintains familiar RWI elements (partner practice, speedy words, repeated rereading, oral rehearsal) whilst gradually introducing the routines and expectations of the Guided Reading curriculum and EARS fluency approach.</i> <i>The same text is used across the week so that decoding becomes increasingly automatic, allowing children to focus on vocabulary, fluency, grammar and comprehension.</i>					
Reading	<u>Fiction: King Canute and the Tide, Tricking a Dragon, Icarus and the Sun</u>  <u>Non-Fiction: A Job for Jordan, A Flight to New York, The Ice and the Snow Book</u>  This bridge unit supports children moving from the structured routines of Read Write Inc. into whole-class Guided Reading. Children continue to use familiar routines including partner practice, speedy words and repeated rereading whilst developing fluency, vocabulary and early comprehension skills.	<u>Fiction: Jude the Newt and the Moon, The Turtle who Wanted Wings, The Oak and the Reeds</u>  <u>Non-Fiction: The Stone Age, A Place in Space: The Moon</u>  Children continue to build fluency and confidence through repeated reading and oral rehearsal. They develop vocabulary, answer questions about what they have read and begin to make simple inferences and predictions using evidence from the text.	<u>Fiction: The Jungle Book</u> Children develop fluency and comprehension through repeated reading and discussion of key extracts. They explain the meaning of new vocabulary in context, retrieve information about characters and events and use evidence from the text to answer questions and discuss their understanding.  <u>Non-Fiction: The Big Book of the UK</u> Children retrieve and record information from a range of non-fiction features including headings, photographs and captions. They explain key vocabulary and discuss how information is organised to help the reader understand. 	<u>Fiction: Wind in the Willows</u> Children develop fluency, retrieval and inference skills whilst exploring characters and their relationships. They discuss characters' feelings and actions, explain the meaning of vocabulary in context and use evidence from the text to answer questions and justify their ideas.  <u>Non-Fiction: How it Works: Light</u> Children retrieve information from diagrams, captions and explanatory text. They explain key vocabulary, discuss how information is presented and use evidence from the text to explain scientific ideas. 	<u>Fiction: The Librarian of Basra</u> Children develop retrieval and inference skills whilst discussing characters, important events and acts of courage. They explain vocabulary in context, discuss how characters feel at different points in the story and use evidence from the text to explain their understanding.  <u>Non-Fiction: Incredible Insects</u> Children retrieve information from a range of non-fiction features including diagrams, photographs and captions. They explain new vocabulary, answer questions about the text and discuss how information is presented to support understanding. 	<u>Fiction: Alice in Wonderland</u> Children develop fluency and vocabulary through repeated reading of imaginative and descriptive extracts. They discuss characters, settings and unusual events, explain the meaning of words and phrases and answer questions using evidence from the text.  <u>Non-Fiction: What a Waste</u> Children retrieve and record information from non-fiction, using headings, diagrams and captions to support understanding. They explain key vocabulary, discuss important ideas and use information from the text to answer questions and explain their understanding. 
	<u>Reading domains:</u> Decoding, Fluency, Vocabulary, Retrieval, Prediction <u>NC Links:</u> <i>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; Read accurately by blending the sounds in words that contain the</i>	<u>Reading domains:</u> Fluency, Vocabulary, Retrieval, Prediction <u>NC Links:</u> <i>Re-read books to build up fluency and confidence in word reading; Discuss and clarify the meanings of words, linking new meanings to known vocabulary; Discuss their favourite words and phrases; Answer and ask questions; Make inferences on</i>	<u>Reading domains:</u> Fluency, Vocabulary, Retrieval <u>NC Links:</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction. Discuss the sequence of events in books and how items of</i>	<u>Reading domains:</u> Fluency, Vocabulary, Retrieval, Inference <u>NC Links:</u> <i>Discuss and clarify the meanings of words, linking new meanings to known vocabulary; Answer and ask questions; Make inferences on the basis of what is being said and done; Explain and discuss their understanding of</i>	<u>Reading domains:</u> Vocabulary, Retrieval, Inference <u>NC Links:</u> <i>Discuss and clarify the meanings of words, linking new meanings to known vocabulary; Answer and ask questions; Make inferences on the basis of what is being said and done; Explain and discuss their understanding of books and non-fiction texts;</i>	<u>Reading domains:</u> Fluency, Vocabulary, Retrieval, Inference <u>NC Links:</u> <i>Discuss their favourite words and phrases; Answer and ask questions; Make inferences on the basis of what is being said and done; Predict what might happen on the basis of what has been read so far; Explain and discuss their understanding of</i>

	graphemes taught so far; Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; Re-read these books to build up their fluency and confidence in word reading; Discuss and clarify the meanings of words, linking new meanings to known vocabulary; Answer and ask questions.	the basis of what is being said and done; Predict what might happen on the basis of what has been read so far.	information are related. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Answer and ask questions. Predict what might happen on the basis of what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	books, poems and other material; Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	books, poems and other material; Retrieve and record information from non-fiction.
Writing	<u>Transition Text: The Huge Bag of Worries</u> Children establish a writing baseline Against previous year group standards.  <u>The Wizard of Oz Fiction Writing: Character Profiles</u> Children learn to organise information about a character into sections and write expanded noun phrases to describe appearance, personality and feelings. They orally rehearse sentences, choose appropriate vocabulary and begin to revise and improve their writing with support. <u>The Wizard of Oz Non-Fiction Writing: Writing to recount</u> Children learn to write in role, recounting events in chronological order and expressing thoughts and feelings from a character's point of view. They use conjunctions to join ideas and begin to edit their writing to improve meaning and accuracy. 	<u>Peter Pan Fiction Writing: Narrative Verse to Prose</u> Children learn to adapt a narrative poem into prose by sequencing events clearly and writing in complete sentences. They orally rehearse ideas, use expanded noun phrases to add detail and choose vocabulary carefully to engage the reader. <u>Peter Pan Non-Fiction Writing: Writing to inform</u> Children learn to present information clearly by answering key questions about an event and organising ideas into sentences and sections. They use factual vocabulary and begin to revise their writing for accuracy and clarity.  <u>The Polar Express Christmas Classic: Journey Setting Description</u> Children learn to create an engaging setting through descriptive vocabulary and expanded noun phrases. They orally rehearse sentences and write about what characters can see, hear and feel to help the reader imagine the setting clearly. 	<u>The Jungle Book Fiction Writing: Alternative Ending</u> Children learn to sequence events clearly whilst developing an alternative ending to the story. They explain characters' choices, rehearse ideas orally and use conjunctions and descriptive vocabulary to extend and improve their writing. <u>The Jungle Book Non-Fiction Writing: Writing to instruct/explain</u> Children learn to organise instructions in chronological order using command sentences and precise vocabulary. They rehearse instructions orally before writing clear, sequenced steps for the reader to follow. 	<u>The Wind in the Willows Fiction Writing: Oral and written retelling action scene</u> Children orally rehearse and retell an action scene before writing independently. They learn to sequence events clearly, use conjunctions to join ideas and select vocabulary to create excitement and interest for the reader. <u>The Wind in the Willows Non-Fiction Writing: Writing to recount</u> Children learn to recount events in chronological order using time words and expanded noun phrases to add detail. They organise their ideas carefully and reread their work to check for sense and accuracy. 	<u>The Librarian of Basra Fiction Writing: Diary Narrative</u> Children learn to recount important events from a character's perspective, organising ideas in sequence and expressing thoughts and feelings clearly. They use conjunctions, expanded noun phrases and accurate punctuation to improve their writing.  <u>Little Leaders, Bold Women in History Non-Fiction Writing: Writing to inform</u> Children learn to organise information into sections and present facts clearly using headings and subject-specific vocabulary. They plan, write and edit their work to ensure information is accurate and easy for the reader to understand. 	<u>Alice in Wonderland Fiction Writing: Story set in a Fantasy World</u> Children learn to create their own fantasy story by planning characters, settings and events. They rehearse ideas orally, use descriptive vocabulary and expanded noun phrases and develop stamina when writing longer pieces independently. <u>Alice in Wonderland Non-Fiction Writing: Writing to inform and persuade</u> Children learn to write for different purposes, selecting vocabulary suitable for the audience and organising ideas clearly. They revise and improve their writing to ensure it is clear and meaningful. 
	<u>NC Links:</u> Develop positive attitudes towards and stamina for writing; Consider what they are going to write before beginning; Use expanded noun phrases to describe and specify; Use full stops, capital letters, exclamation marks, question	<u>NC Links:</u> Develop positive attitudes towards and stamina for writing; Consider what they are going to write before beginning; Use expanded noun phrases to describe and specify; Use full stops, capital letters, exclamation marks, question	<u>NC Links:</u> Develop positive attitudes towards writing; Sequence sentences to form short narratives; Use subordination (when, if, that, because) and coordination (or, and, but); Use present and past tense correctly and consistently.	<u>NC Links:</u> Use expanded noun phrases to describe and specify; Develop positive attitudes towards writing by writing for different purposes; Encapsulate what they want to say, sentence by sentence.	<u>NC Links:</u> Sequence sentences to form short narratives; Use subordination (when, if, that, because) and coordination (or, and, but); Use statements, questions, exclamations and commands; Evaluate and edit their writing.	<u>NC Links:</u> Develop positive attitudes towards writing; Sequence sentences to form short narratives; Use expanded noun phrases; Use punctuation correctly including full stops, capital letters, exclamation marks and question marks.

	<i>marks, commas for lists and apostrophes for contraction and possession.</i>	<i>marks, commas for lists and apostrophes for contraction and possession.</i>				
Maths	<u>Numbers to 100</u> <u>Addition and Subtraction (1)</u> Pupils develop secure understanding of place value within 100 by counting, comparing, ordering and representing two-digit numbers. They apply this understanding when recalling number facts and using efficient mental and written strategies to add and subtract within 100.	<u>Addition and Subtraction (2)</u> <u>Properties of Shapes</u> Pupils continue to develop fluency and reasoning in addition and subtraction, solving increasingly complex one- and two-step problems. They also identify, describe, compare, sort and draw 2D and 3D shapes while exploring patterns and symmetry.	<u>Money</u> <u>Multiplication and Division (1)</u> Pupils recognise and use coins and notes, calculate with money and solve practical money problems. They are introduced to multiplication and division through equal groups, arrays, repeated addition, grouping and sharing.	<u>Multiplication and Division (2)</u> <u>Length and Height</u> <u>Mass, Capacity and Temperature</u> Pupils develop fluency in the 2, 5 and 10 times tables before applying multiplication and division to problem solving. They also measure, compare and solve problems involving length, height, mass, capacity and temperature using standard units.	<u>Fractions</u> <u>Time</u> Pupils recognise, find, name and write simple fractions of shapes and quantities before applying their understanding to equivalence and counting in fractions. They also tell and write the time to five minutes, including quarter past and quarter to, and understand units of time.	<u>Problem Solving and Efficient Methods</u> <u>Position and Direction</u> <u>Statistics</u> Pupils consolidate calculation strategies by applying place value and number facts to solve increasingly complex mathematical problems. They describe movement and turns using mathematical language before interpreting and constructing tally charts, tables, block diagrams and pictograms to answer questions about data.
	<u>NC Links:</u> <i>Recognise the place value of each digit in a two-digit number (tens, ones); Identify, represent and estimate numbers using different representations, including the number line; Compare and order numbers from 0 up to 100; use <, > and = signs; Read and write numbers to at least 100 in numerals and words; Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards; Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100; Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, and two two-digit numbers; Solve problems with addition and subtraction using concrete objects, pictorial representations and mental and written methods.</i>	<u>NC Links:</u> <i>Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, and two two-digit numbers; Solve problems with addition and subtraction, applying increasing knowledge of mental and written methods; Recall and use addition and subtraction facts to 20 fluently and derive related facts to 100; Compare and sort common 2D and 3D shapes and everyday objects; Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line; Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces; Order and arrange combinations of mathematical objects in patterns and sequences.</i>	<u>NC Links:</u> <i>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value; Find different combinations of coins that equal the same amounts of money; Solve simple problems involving addition and subtraction of money of the same unit, including giving change; Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts; Calculate mathematical statements for multiplication and division using ×, ÷ and = signs.</i>	<u>NC Links:</u> <i>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers; Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts; Choose and use appropriate standard units to estimate and measure length/height, mass, temperature and capacity using rulers, scales, thermometers and measuring vessels; Compare and order lengths, mass, volume/capacity and record results using <, > and =; Solve problems involving measures.</i>	<u>NC Links:</u> <i>Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity; Write simple fractions and recognise the equivalence of 2/4 and 1/2; Tell and write the time to five minutes, including quarter past/to the hour; Draw the hands on a clock face to show these times; Know the number of minutes in an hour and the number of hours in a day.</i>	<u>NC Links:</u> <i>Use place value and number facts to solve problems; Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems; Solve problems involving addition, subtraction, multiplication and division; Use mathematical vocabulary to describe position, direction and movement, including straight lines and quarter, half and three-quarter turns (clockwise and anti-clockwise); Order and arrange combinations of mathematical objects in patterns and sequences; Interpret and construct simple pictograms, tally charts, block diagrams and simple tables; Ask and answer simple questions by counting, comparing and totalling categorical data.</i>
History	<u>Footprints of Roman Britain</u> Children investigate the Roman invasions of Britain, learning about Julius Caesar, Emperor Claudius and the resistance led by Boudicca. They explore Roman towns, roads and the lasting impact of Roman Britain, including evidence of Roman influence in the local area of Radcliffe.	<u>Crowns and Coronations</u> Children explore the lives and reigns of significant monarchs including Henry VIII, Elizabeth I and Elizabeth II. They compare coronations across time, investigate how the role of the monarch has changed and consider why these individuals remain important in British history today.		<u>Holidays - Away We Go!</u> Children investigate how holidays have changed within living memory. They compare holidays from the 1950s to the present day, explore the development of package holidays and examine why seaside resorts such as Blackpool have remained popular whilst holiday destinations and travel habits have evolved over time.		<u>Architecture to Acrobats</u> Children investigate Roman circuses and compare them with modern circuses, exploring how entertainment has changed over time. They examine the role of Philip Astley in the development of the modern circus and use historical evidence to compare past and present experiences.

	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Interpretations</i>  <i>Reasons and Results</i>  <i>Significance</i> <u>NC Links:</u> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.	<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Reasons and Results</i>  <i>Significance</i>  <i>Similarity and Difference</i> <u>NC Links:</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		<u>Disciplinary Concepts:</u>  <i>Change and Continuity</i>  <i>Similarity and Difference</i>  <i>Reasons and Results</i> <u>NC Links:</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		<u>Disciplinary Concepts:</u>  <i>Similarity and Difference</i>  <i>Interpretations</i> <u>NC Links:</u> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Geography			<u>Cities, Horizons and Skylines</u> Children investigate the countries and capital cities of the United Kingdom, the surrounding seas and the world's oceans. They use maps and fieldwork to explore their school grounds, identify human and physical features and compare the local area of Radcliffe with the city of London.	<u>Holidays - Away We Go!</u> Children explore popular holiday destinations in the UK and abroad, comparing seaside resorts and overseas locations. They investigate why people choose different places to visit and compare the human and physical features of holiday destinations past and present.	<u>London Calling!</u> Children investigate how people travel around London using the Underground, River Thames and road networks. They compare transport links in London and Radcliffe, use maps to follow routes and explore how transport systems connect people and places within a city and beyond.	<u>Architecture to Acrobats</u> Children explore London's significant buildings and their purposes, using maps to locate landmarks and compare London with Radcliffe. They investigate how places change over time and how buildings and transport help shape the lives of people living there.
			<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Spatial Significance</i> <u>NC Links:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans. 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 world maps, atlases and globes to identify the United Kingdom and its countries, as	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Spatial Significance</i> <u>NC Links:</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.	<u>Disciplinary Concepts:</u>  <i>Interconnections</i> <u>NC Links:</u> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Interconnections</i>  <i>Spatial Significance</i> <u>NC Links:</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

			well as the countries, continents and oceans studied at this key stage.			
Science	Habitats: Our Home Pupils explore a variety of habitats and microhabitats, identifying how living things are suited to the environments in which they live. They classify animals into vertebrate groups, investigate food sources and simple food chains, and explain how habitats provide animals and plants with what they need to survive.	Healthy Habits Pupils investigate how healthy lifestyles help humans survive and thrive. They explore the importance of exercise, healthy eating, hygiene, sleep and medicines, whilst revisiting the senses and investigating how healthy choices contribute to physical wellbeing.	Material Matters Pupils investigate everyday materials, comparing their properties and suitability for different purposes. They explore how materials can be changed by bending, stretching, twisting and squashing, carrying out comparative tests and explaining why particular materials are chosen for specific uses.	Look Hear Pupils explore how light and sound help us understand the world around us. They investigate communication, including how people with hearing impairments communicate, and consider how scientific inventions have improved people's lives whilst developing enquiry and observation skills.	Pollinators and Germinators Pupils investigate how seeds and bulbs grow into mature plants and explore the conditions needed for healthy growth. They learn about pollination, the role of bees and other pollinators, and investigate life cycles through observations and practical enquiries.	Feel the Flow Pupils investigate the properties of materials by exploring absorbency, waterproofness and buoyancy. They compare materials through practical investigations before designing and testing a floating boat, using evidence from their investigations to explain which materials are most suitable for the task.
	Scientific Concepts: Variation, Adaptation, Process Disciplinary Skills:  Identifying, grouping and classifying  Research  Pattern Seeking NC Links: Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Working Scientifically: asking simple questions; observing closely using simple equipment; identifying and classifying; using	Scientific Concepts: Structure, Function Disciplinary Skills:  Identifying, grouping and classifying  Comparative Testing  Pattern Seeking  Research NC Links: Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Working Scientifically: asking simple questions; performing simple tests; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.)	Scientific Concepts: Structure, Function, Change Disciplinary Skills:  Identifying, grouping and classifying  Comparative Testing  Research NC Links: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Working Scientifically: asking simple questions; performing simple tests; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.)	Scientific Concepts: Energy Disciplinary Skills:  Identifying, grouping and classifying  Research NC Links: Working Scientifically: asking simple questions; observing closely using simple equipment; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.	Scientific Concepts: Structure, Function, Growth, Disciplinary Skills:  Identifying, grouping and classifying  Comparative Testing  Observing over time  Pattern Seeking NC Links: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Notice that animals, including humans, have offspring which grow into adults. (Working Scientifically: asking simple questions; observing closely using simple equipment; performing simple tests; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.)	Scientific Concepts: Structure, Function, Disciplinary Skills:  Comparative Testing  Pattern Seeking NC Links: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Working Scientifically: asking simple questions; performing simple tests; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.)

	observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.)					
Art & Design		<u>Drawing: Pencil to Portrait</u> Children explore the portrait drawings of Juliet Pannett and develop observational drawing skills. They experiment with tone, shading, form and mark making using different pencils before applying these techniques to create an accurate portrait of a member of the Royal Family.		<u>Digital Art: Pixel by Pixel</u> Children explore the digital artwork of Hal Lasko and learn how digital tools can be used to create landscapes. They develop skills using Linea Sketch, experimenting with brush sizes, colour palettes, fill tools and layering techniques before creating a digital landscape inspired by a holiday destination.		<u>Sculpture: Clay Coffer</u> Children explore the colourful ceramic sculptures of Niki De Saint Phalle and develop sculpting techniques using malleable materials. They learn coiling, scoring and clay painting techniques before designing, making and decorating a ceramic coiled pot inspired by the artist's style.
		<u>NC Links:</u> 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. To learn 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.		<u>NC Links:</u> 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. To use a range of materials creatively to design and make products. To learn 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.		<u>NC Links:</u> To use a range of materials creatively to design and make products. 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. To learn 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.
Design & Technology	<u>Mechanisms: Pulling Along</u> Children investigate how toys and vehicles move, exploring wheels, axles and axle holders. They test how wheel shape and axle position affect movement before designing, constructing and evaluating a moving vehicle that can be pulled and adapted to improve performance.		<u>Structures: Feathered Feasts</u> Children investigate the design and construction of bird feeders, exploring how structures can be made strong, stable and safe. They practise sawing and drilling techniques before designing, making and evaluating a squirrel-proof bird feeder that meets a specific design criteria.		<u>Construction: Pier Support</u> Children investigate the construction of piers, exploring how strength, stiffness and stability are achieved through materials and design. They test different structures, develop design criteria and construct a pier capable of supporting a load whilst withstanding different conditions.	
	<u>NC Links:</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks.		<u>NC Links:</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components		<u>NC Links:</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components	

	<i>Explore and evaluate a range of existing products.</i> <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i>		<i>according to their characteristics.</i> <i>Explore and evaluate a range of existing products.</i> <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i>		<i>according to their characteristics.</i> <i>Explore and evaluate a range of existing products.</i> <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i>	
PE	<u>Jungle Yoga</u> Children are able to talk about the effects of activity on their bodies. Children are able to keep their tummies string when performing the yoga poses. Children are able to remember and perform the majority of the yoga. <u>Moving FMS Body Control</u> Children can hop, bounce and skip in different directions i.e. forwards, backwards and sideways Children can talk about what they are doing and use the correct vocabulary.	<u>Playing FMS Object Control</u> Children can perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence. Children can make appropriate choices about targets, space and equipment. Children understand the difference between rolling, bouncing and throwing. <u>Playing FMS Object Control</u> Children can perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence. Children can make choices about appropriate for targets, space and equipment. Children understand the difference between rolling, bouncing and throwing.	<u>Movement to Music</u> Children can mov confidently and safely in their own general space using changes of speed, level and direction. Children are creative in how they move around. <u>Competing FMS</u> Children can use a variety of simple tactics. Children understand basic rules of a game and can follow them. Children can dodge a defender using a variety of different techniques. Children can didge and avoid players on the opposite teams.	<u>Competing Intro to Games (Attacking and Defending)</u> Children can use their bodies to protect the ball against the defender. Children can dodge a defender using a variety of different techniques. <u>Playing Jag Tag Beginners</u> Children can throw the ball using overarm techniques. Children can watch the flight of the ball and attempt to catch. Children are able to run without dropping the ball.	<u>Intro to Striking and Felding</u> Children can judge the path of a ball that is bouncing towards the, Children can get their body in line with the ball early and stop the travelling ball from going past them. <u>Intro to Striking and Felding</u> Children can judge the flight of a ball that is bouncing towards them. Children can get their body in line with the ball early and stop the travelling ball from going past them.	<u>Fun Fitness (Fundamental Skills)</u> Children can support a partner to record their scores at each station. Children can complete a 6 station fitness circuit. <u>Playing Intro Games</u> Children can dodge a defender using a variety of different techniques. Children know what technique is needed depending on the game or ball.
	<u>NC Link:</u> <i>To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</i> <i>To be able to perform dance using simple movement patters.</i>	<u>NC Link:</u> <i>To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</i>	<u>NC Link:</u> <i>To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</i> <i>Be able to perform dance using simple movement patterns.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i>	<u>NC Link:</u> <i>To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i>	<u>NC Link:</u> <i>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.</i>	<u>NC Link:</u> <i>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.</i> <i>Participate in team games, developing simple tactics for attacking and defending.</i>
RE	<u>Christianity: What is the good news that Christians say Jesus brings? (Part 1)</u> Pupils explore the concept of Gospel, meaning 'good news'. They learn about Jesus calling Matthew the tax collector and the fishermen to become his followers, discovering that Christians believe Jesus offers forgiveness, peace and love to everyone. Pupils explore how Christians follow Jesus' example and share this good news	<u>Christianity: What is the good news that Christians say Jesus brings? (Part 2)</u> Pupils deepen their understanding of the good news Christians believe Jesus brings by exploring peace, forgiveness, love and eternal life. They investigate Christian prayer, including the Lord's Prayer, study Jesus healing the ten lepers and discover how Christians keep their focus on Jesus through	<u>Islam: Who is a Muslim and how do they live (part 1)</u> Pupils explore the religion of Islam and learn about Muslim beliefs about Allah. They investigate the 99 Names of Allah, the Shahadah, stories of the Prophet Muhammad and the Five Pillars of Islam, discovering how these beliefs and practices guide the everyday lives of many Muslims around the world.	<u>Christianity: What does Easter mean to Christians?</u> Pupils explore the events of Holy Week and Easter, retelling the story from Palm Sunday to Easter Sunday. They learn that Christians believe Jesus died and rose again to bring salvation, investigate the meaning of resurrection and consider why Easter is the most important festival in the Christian calendar.	<u>Islam: Who is a Muslim and how do they live (part 2)</u> Pupils deepen their understanding of Islam by exploring the Five Pillars, including Salah (prayer), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They learn about the Qur'an, the Night of Power and Ibadah (worship), discovering how beliefs about Allah shape the lives and worship of many Muslims today.	<u>Thematic: What makes some places special to believers?</u> Pupils explore why places of worship are special to Christians, Muslims and Jewish people. They investigate churches, mosques and synagogues, learn about key features found within them and consider how sacred places help believers worship, pray and feel connected to God and their faith community.

	through their words and actions today.	worship, prayer, church and reading the Bible.				
	<u>NATRE Outcomes:</u> Tell stories from the Bible where Jesus shows friendship and forgiveness; Give examples of how Christians try to follow Jesus' teachings about love, peace and forgiveness; Recognise that Jesus gives instructions about how to behave; Give examples of how Christians put these beliefs into practice today; Think, talk and ask questions about whether Jesus' message is good news for everyone; Give reasons for their own ideas and those of others.	<u>NATRE Outcomes:</u> Give examples of the good news Christians believe Jesus brings, including love, peace, forgiveness and eternal life; Describe ways Christians try to follow Jesus in everyday life; Explain simply why prayer is important for many Christians; Recognise parts of the Lord's Prayer and what they mean; Talk about what Christians believe Jesus teaches about forgiveness and peace; Ask questions and respond thoughtfully to Christian beliefs and practices.	<u>NATRE Outcomes:</u> Recognise that Muslims believe in one God, Allah; Identify some of the 99 Names of Allah and what they reveal about Muslim beliefs; Recognise the Shahadah as an important statement of faith; Retell stories about the Prophet Muhammad and suggest what Muslims learn from them; Give examples of how the Five Pillars influence the lives of Muslims; Talk about what is important to Muslims and give reasons for their ideas.	<u>NATRE Outcomes:</u> Recognise that Incarnation, Gospel and Salvation are part of the big story of the Bible; Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation; Give examples of what Christians do at Easter because they believe Jesus is their Saviour; Think, talk and ask questions about whether the story of Easter offers hope to people today; Give a good reason for their ideas and the connections they make.	<u>NATRE Outcomes:</u> Recognise that Muslims believe Allah is one and that the Qur'an is the holy book of Islam; Describe some ways Muslims show their beliefs through worship and the Five Pillars; Give examples of how prayer, fasting, charity and pilgrimage are important to Muslims; Identify how the Qur'an is treated with respect; Ask questions and respond thoughtfully to Muslim beliefs and ways of living; Talk about what is important to Muslims and to themselves	<u>NATRE Outcomes:</u> Recognise that places of worship are important to believers; Identify features of churches, mosques and synagogues and explain how they are used; Give examples of what believers do in sacred places; Ask questions and express ideas about why places can be special to people; Talk about places that are important to themselves and others.
PSHE	<u>Being Me in my World</u> Children explore their rights and responsibilities within the class and school community. They learn about rewards and consequences, develop strategies to make positive choices and understand how their behaviour affects others. Pupils consider how to work cooperatively, value their own contributions and recognise that everyone has an important role to play.	<u>Celebrating Difference</u> Children explore similarities and differences between themselves and others, learning to celebrate diversity and challenge unkind behaviour. They develop empathy by considering how it feels to be bullied or excluded and learn strategies to show kindness, respect and acceptance towards people who may be different from themselves.	<u>Dreams and Goals</u> Children identify personal goals and aspirations, learning that perseverance and a positive attitude can help them achieve success. They explore how to overcome challenges, work collaboratively with others and celebrate achievements, whilst understanding that mistakes are opportunities to learn and grow.	<u>Healthy Me</u> Children learn how to keep themselves healthy both physically and emotionally. They explore healthy eating, exercise, medicine safety, hygiene and making safe choices. Pupils develop an understanding of how healthy habits contribute to wellbeing and learn strategies for managing feelings and seeking help when needed.	<u>Relationships</u> Children explore the importance of positive relationships with family, friends and others. They develop skills in communication, trust and resolving disagreements respectfully. Pupils learn how to recognise safe and unsafe situations, understand privacy and identify trusted adults who can help and support them.	<u>Changing Me</u> Children learn about how people grow and change throughout life. They explore the physical and emotional changes that occur as they get older, develop a positive understanding of themselves and their bodies and learn strategies to manage change confidently whilst preparing for future transitions.
	<u>Linked UNCRC Article:</u> Article 13 – Sharing thoughts freely Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 2 – No discrimination The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 15 – Setting up or joining groups Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 24 – Health, water, food, environment Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being, so that children can stay healthy. Richer countries must help poorer countries to achieve this. <u>British Values:</u> Rule of Law Individual Liberty Mutual Respect	<u>Linked UNCRC Article:</u> Article 19 – Protection from violence Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. <u>British Values:</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	<u>Linked UNCRC Article:</u> Article 4 – Making rights real Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote children's rights. <u>British Values:</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
My Happy Mind	<u>Meet Your Brain</u> Pupils deepen their understanding of how the brain works and how thoughts, feelings	<u>Celebrate</u> Pupils recognise that everyone has unique strengths and qualities that help them	<u>Appreciate</u> Pupils develop a deeper understanding of gratitude by recognising the value of the	<u>Relate</u> Pupils explore how healthy relationships are built through empathy, respect and effective	<u>Engage</u> Pupils develop resilience, perseverance and a positive attitude towards learning. They	<u>Grow</u> Pupils reflect on their learning journey and recognise the personal progress they have

	and actions are connected. They revisit Team H-A-P, develop a greater understanding of neuroplasticity and learn practical strategies, including Happy Breathing, to regulate emotions, remain calm and support learning and wellbeing.	succeed. They develop confidence by identifying their own character strengths, celebrating achievements and understanding how using these strengths can help them overcome challenges and contribute positively to their community.	people, experiences and opportunities in their lives. They explore how appreciation can improve happiness, strengthen relationships and encourage positive attitudes through acts of kindness and thoughtful reflection.	communication. They learn to understand different perspectives, manage disagreements positively and recognise how kindness, cooperation and compassion help create strong friendships and supportive communities.	explore how focus, determination and practising new skills help the brain grow, recognising that mistakes are an important part of learning and that effort leads to improvement and success.	made throughout the year. They build confidence by setting achievable goals, embracing new challenges and understanding that continued effort, resilience and a positive mindset help them flourish both in and beyond school.
Computing	<u>Computing Systems and Networks – IT Around Us</u> Children identify information technology in everyday life and explore how digital devices help people at home, school and in the wider community. They learn how technology can be used responsibly and recognise its role in supporting communication and daily tasks.	<u>Creating Media – Digital Photography</u> Children learn how digital photographs are captured, selected and edited for different purposes. They explore how images can be improved and communicate meaning through composition and digital manipulation.	<u>Programming A – Robot Algorithms</u> Children develop an understanding of algorithms by creating, testing and debugging sequences of instructions for floor robots. They learn how changing the order of instructions affects outcomes and design their own algorithms to solve problems.	<u>Data and Information – Pictograms</u> Children collect, organise and present data using tally charts and pictograms. They learn how information can be represented digitally, use attributes to sort and compare data and draw conclusions from the information they collect.	<u>Creating Media – Digital Music</u> Children explore how music can be created using digital technology. They investigate rhythm, pitch and musical patterns before composing, refining and evaluating their own digital musical pieces for a chosen purpose.	<u>Programming B – Programming Quizzes</u> Children create interactive quizzes by designing, building and testing programs. They learn how sequences of commands produce outcomes, create algorithms from designs and debug programs to improve their final projects.
	<u>NC Links:</u> <i>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</i>
Music	<u>Grandma Grandma</u> Pupils begin to develop their understanding of musical notation through singing and performing on tuned and untuned percussion instruments. They read and perform rhythms using crotchets and quavers, explore pulse, dynamics and ostinato, and develop their understanding of polyrhythms and musical structure.	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service
	<u>Musical Foci:</u> <i>Pulse; Rhythm Reading – crotchets/quavers; Dynamics – Piano & Forte; Singing; Untuned percussion technique; Polyrhythms; Ostinato; Structure</i> <u>NC Links:</u> <i>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</i>	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service

	<i>Pupils experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>					
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