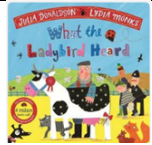


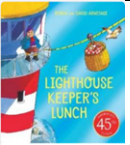



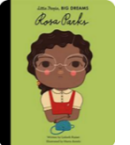
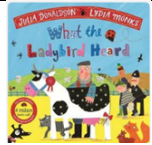


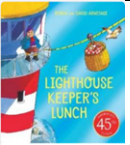



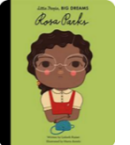









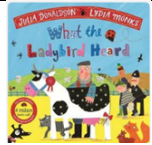


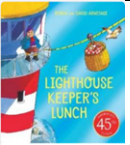



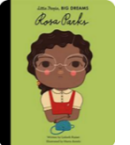






AUTUMN TERM

Writing:	Maths:	Reading:	Science:												
<p>Books we will be studying:</p> <table border="1" data-bbox="107 400 936 895"> <tr> <td data-bbox="107 400 315 647">  What the Lady Bird Heard </td> <td data-bbox="315 400 524 647">  Lost and Found </td> <td data-bbox="524 400 732 647">  The Great Explorer </td> <td data-bbox="732 400 936 647">  The Lighthouse Keeper's Lunch </td> </tr> <tr> <td data-bbox="107 647 315 895">  Welcome home, Bear </td> <td data-bbox="315 647 524 895">  Greta and the Giants </td> <td data-bbox="524 647 732 895">  The Forgotten Forest </td> <td data-bbox="732 647 936 895">  Rosa Parks </td> </tr> </table> <p>Genres of writing taught:</p> <ul style="list-style-type: none"> • Retells • Recounts • Instructions • Diary writing • Letter Writing <p>Skills we will be focusing on:</p> <p>Creating story maps.</p> <p>Describing characters and settings.</p> <p>Using fronted adverbial openers with no comma.</p> <p>Using questions openers and question sentences.</p>	 What the Lady Bird Heard	 Lost and Found	 The Great Explorer	 The Lighthouse Keeper's Lunch	 Welcome home, Bear	 Greta and the Giants	 The Forgotten Forest	 Rosa Parks	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Number</p> <ul style="list-style-type: none"> • Place Value (within 10, read, write, and compare numbers to 100) • Addition and subtraction (building up to adding two 2-digit numbers, estimating, and comparing, partitioning numbers into hundreds, tens, and ones) <p>Measurement</p> <ul style="list-style-type: none"> • Length & Height (cm,m, problem solving, order and compare) • Mass, capacity, and temperature (g,kg, ml, litres, four operations with mass and capacity) 	<p>Books we will be enjoying:</p> <table border="1" data-bbox="1335 427 1740 539"> <tr> <td data-bbox="1335 427 1429 539">  </td> <td data-bbox="1429 427 1523 539">  </td> <td data-bbox="1523 427 1617 539">  </td> <td data-bbox="1617 427 1740 539">  </td> </tr> </table> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> • Word reading (reading the majority of words on sight, quickly and accurately, including Year 2 high frequency words.) • Vocabulary (linking new meaning to known words) • Retrieval (key information from the text to answer simple questions about what has been read, who, what, where, when, how questions) • Explain choice and viewpoint (linking to own experience, expressing whether they like/dislike characters or events) 					 <p>Living things</p> <p>This project teaches pupils the area of biology and focuses on the learning:</p> <ul style="list-style-type: none"> • How humans and other animals can produce offspring and that these offspring grow into adults. • To find out and describe the basic needs of animals, including humans, for survival (water, food and air). • To understand the process of a human life cycle. • To describe the importance for humans of exercise. • To understand the importance of hygiene for humans. • To understand that the senses enable
 What the Lady Bird Heard	 Lost and Found	 The Great Explorer	 The Lighthouse Keeper's Lunch												
 Welcome home, Bear	 Greta and the Giants	 The Forgotten Forest	 Rosa Parks												
															

Using expanded noun phrases.

Using exclamatory sentences.

Writing command sentences.

Using a range of co-ordinating and subordinating conjunctions.

Using commas in a list.

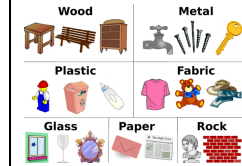
Using capital letters for proper nouns.

Using apostrophes to show contractions.

Writing in the correct tense.

- **Inference** (making simple inferences about characters' thoughts, feelings, behaviour, and actions using what they say and do, inferring basic points)

humans and other animals to be aware of the world around them.





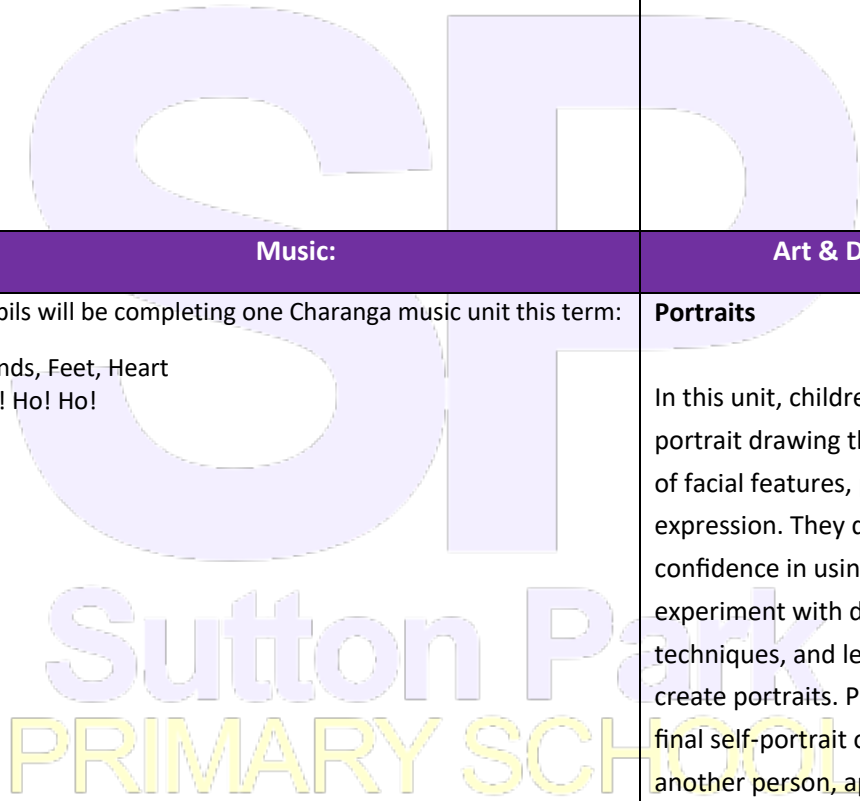
Everyday Materials

This project teaches pupils the area of chemistry and focuses on the learning:





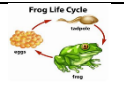
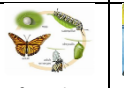






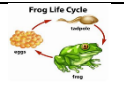
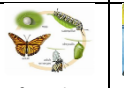








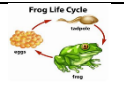
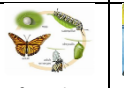


- To identify everyday materials and their properties.
- To identify the properties of a material that makes them suitable for a particular purpose.
- To identify how materials can be changed.
- To explore and describe the way some everyday material change when they are heated or cooled.
- To find out about people who developed useful materials.

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Geography:	History:	RE & PSHE:	PE:
 <p>The United Kingdom</p> <p>The pupils will learn:</p> <ul style="list-style-type: none"> To name and locate the four countries that make up the UK and its surrounding seas. To identify capital cities and main characteristics of the four countries in the UK (England, Wales, Scotland, Northern Ireland). To understand what human and physical geography is. To identify and compare the physical and human geographical features between Birmingham and another locality. 	 <p>The Great of London</p> <p>The pupils will learn:</p> <ul style="list-style-type: none"> To understand the difference between primary and secondary sources. To compare London in the past and present. To understand how to put people, events and objects in order of when they happened. To develop an understanding of the events that occurred during the Great Fire of London. To use evidence to give reasons why an event in the past may have happened. To identify changes within the past and their impact. To identify key events in a period of history. 	<p>PSHE</p> <p>There are 2 topics we will be exploring from the 'Relationships' strand this term:</p> <p>What is the same and different about us? How we are unique? How we are similar or different to others? Celebrating similarities & differences - disability</p> <p>What is bullying? How words and actions can affect how people feel Name-calling, hurtful teasing, excluding others is unacceptable. How to respond and seek help.</p> <p>RE: Pupils will be learning about world religions and their teachings via following dispositions</p> <ul style="list-style-type: none"> Living by rules Being Temperate, Self Disciplined and Seeking Responding to suffering Sharing and Being Generous 	<ul style="list-style-type: none"> To investigate the suitability of a material. <p>Pupils have 2 PE lessons per week and will change into their PE kit on their allocated PE day.</p> <p>Dance explorer = The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p> <p>Locomotion = The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>Ball skills = The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep</p>



			<p>possession as a team and score a point.</p> <p>Ball skills sticks = The unit of work will challenge pupils to combine their dribbling, passing and receiving skills in order to keep possession, understanding when and why. Pupils will develop ways of intercepting and stopping a ball. Pupils will also develop ways of shooting towards a target.</p>
<p>Computing:</p>	<p>Music:</p>	<p>Art & Design:</p>	<p>Design & Technology:</p>
<p>Pupils will be completing two computing units this half term:</p> <p>Information technology around us</p> <p>Digital Photography</p>	<p>Pupils will be completing one Charanga music unit this term:</p> <p>Hands, Feet, Heart Ho! Ho! Ho!</p>	<p>Portraits</p> <p>In this unit, children explore portrait drawing through the study of facial features, proportion, and expression. They develop confidence in using drawing tools, experiment with different techniques, and learn how artists create portraits. Pupils produce a final self-portrait or portrait of another person, applying the skills they have learned.</p>	<p>Mechanisms – Wheels and Axles</p> <p>In this unit, children learn how simple mechanisms work, focusing on wheels and axles. They explore how objects move, investigate real-life examples, and design and make their own moving vehicle or model. The unit develops early engineering thinking, practical making skills, and problem-solving.</p>

Writing:	Maths:	Reading:	Science:								
<p>Books we will be studying:</p> <table border="1" data-bbox="107 316 622 762"> <tr> <td> The Queen's Hat</td> <td> The King's Pants</td> <td> Superworm</td> <td> Instructions for making a hedgehog house</td> </tr> <tr> <td> Lifecycle of a Frog</td> <td> Lifecycle of a butterfly</td> <td> Tadpole's Promise</td> <td> Get Up Elizabeth</td> </tr> </table> <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> Creating a story map. Describing characters and settings. Using fronted adverbials as openers without a comma. Using a range of conjunctions (but, because, so, that, and, or, when, if) Writing expanded noun phrases with 2 adjectives. Using commas in a list. Using apostrophes to show contractions. Using a title with a question. Using Present tense verbs used correctly. 	 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house	 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth	<p>We follow the Maths No Problem scheme of learning:</p> <p>This term, pupils' learning will focus on:</p> <p>Measurement</p> <ul style="list-style-type: none"> Money – Mass and Temperature. counting in pounds and pence, comparing amounts, finding change, two step problems) <p>Statistics</p> <ul style="list-style-type: none"> Pictograms – Reading and interpreting pictograms. <p>Number</p> <ul style="list-style-type: none"> Multiplication & Division (grouping, multiplication symbols, arrays, sharing, doubling, and halving, 2,5,10 times table) <p>Geometry</p> <ul style="list-style-type: none"> Shape (recognising 2D and 3D shapes, drawing shapes, sorting shapes, symmetry) 	<p>Books we will be enjoying:</p>  <p>Skills we will be focusing on:</p> <ul style="list-style-type: none"> Word reading (reading accurately and with fluency, using known phonics strategies, common exception words and spelling patterns, reading the majority of words on sight) Vocabulary (discussing new and favourite words and phrases, giving reasons) Retrieval (finding important details and facts from non fiction texts, using information to ask and answer questions/compile a report/set of instructions/explanation text) Inference (giving reasons for characters thoughts, feelings, behaviour, and actions, linking character's behaviour to 	<p>Animals including Humans</p> <p>This project teaches pupils the area of biology and focuses on the learning:</p> <ul style="list-style-type: none"> To identify the characteristics of living things. To explore and compare the differences between things that are living, dead and things that have never been alive. To identify how different habitats provide for the different needs of animals. To identify that most living things live in habitats to which they are suited. To identify and describe how different habitats provide for the basic needs of different kinds of plants. 
 The Queen's Hat	 The King's Pants	 Superworm	 Instructions for making a hedgehog house								
 Lifecycle of a Frog	 Lifecycle of a butterfly	 Tadpole's Promise	 Get Up Elizabeth								

Using appropriate organisational features.

Writing an Introduction with a question.

Using capital letters, full stops, question marks and exclamation marks accurately.

Using command sentence / Imperative verbs as openers.

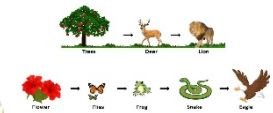
Use -ly adverbs at the start of the sentence.

Used wider range of time words to create order.

Using language for effect.

events in the text, answering questions and modifying answers as the story progresses)

- To identify living things found in micro-habitats.
- To compare animals in familiar habitats with animals found in less familiar habitats.

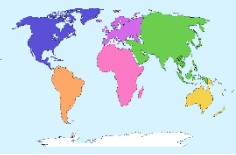



Animals and plants

This project teaches pupils the area of biology and focuses on the learning:


- To identify and name different sources of food.
- To describe how animals obtain their food from plants and other animals.
- To understand the relationship with predator and prey.
- To understand how animals and plants depend on each other.
- To understand how environmental changes have an impact on plants and animals.



Geography:	History:	RE & PSHE:	PE:
 <p>Continents and Oceans</p> <p>The pupils will learn:</p> <ul style="list-style-type: none"> To name and identify the 7 continents of the world. To locate and name different countries found within different continents. To name and locate the 5 Oceans in the world. To understand the threats to our oceans. To identify features of a coast. 	 <p>Florence Nightingale</p> <p>The pupils will learn:</p> <ul style="list-style-type: none"> To draw simple conclusions from the information that I have found out. To ask questions about the past using 5W's and how. To understand how key events led to a significant change. To use a range of sources to help find the answers to questions about the past. To recount and describe the main events from a significant event in History. To make comparisons between past and present. 	<p>PSHE</p> <p>There are 2 topics we will be exploring from the 'Living in the wider world' and Health and wellbeing' strands this term:</p> <ul style="list-style-type: none"> What jobs people do? How jobs help people earn money Ranges of jobs people do How people have different strengths and interests Using the internet and digital devices in everyday lives What helps us to stay safe? Rules and restriction that help us to stay safe Identifying unsafe situations (including online) Resisting pressure to do something that makes them feel unsafe How not everything they see online is true Seeking help <p>RE:</p> <p>Pupils will be learning about world religions and their teachings via following dispositions</p> <ul style="list-style-type: none"> Creating Unity and Harmony Participating and Willing to Lead Caring for Others, Animals, and the Environment 	<p>Pupils have 2 PE lessons per week and will change into their PE kit on their allocated PE day.</p> <p>Ball skills = The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>Dance Mr Candy's Sweet Factory = The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p> <p>Gymnastics = The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p>

		<ul style="list-style-type: none"> Being Merciful and Forgiving 	<p>Ball skills sticks = The unit of work will challenge pupils to combine their dribbling, passing and receiving skills in order to keep possession, understanding when and why. Pupils will develop ways of intercepting and stopping a ball. Pupils will also develop ways of shooting towards a target.</p>
Computing:	Music:	Art & Design:	Design & Technology:
<p>Pupils will be completing two computing units this half term:</p> <p>Programming – Robot algorithms</p> <p>Pictograms</p>	<p>Pupils will be completing two Charanga music units this term:</p> <ul style="list-style-type: none"> I wanna play in a band Zootime <p>These units will focus on the use of:</p> <ul style="list-style-type: none"> Voice, recorders/ glockenspiels/keyboards, and improvisation 	<p>Painting</p> <p>In this unit, children explore painting techniques to create artwork inspired by the Great Fire of London. They learn how to use colour, shape, line and texture to represent fire, buildings, and scenes from 1666. The unit combines historical understanding with artistic expression, allowing pupils to interpret a significant event through paint.</p>	<p>Textiles – Templates and joining techniques.</p> <p>In this textiles unit, children learn how to design and make a simple textile product using templates, fabric, and a range of joining techniques. Pupils develop practical skills, accuracy, and creativity while understanding how textile items are made.</p>

SUMMER TERM

Writing:	Maths:	Reading:	Science:
Books we will be studying:	We follow the Maths No Problem scheme of learning:	Books we will be enjoying:	



Stella and the Seagull



Hello Lighthouse



Somebody Swallowed Stanley



Sea Creature Riddles

Genres of writing taught:

- Retells
- Letters
- Instructions
- Poems
- Postcards
- Riddles
- Recount
- Non-Chronological Reports

Skills we will be focusing on:

Using expanded noun phrases to describe characters and settings
 Including fronted adverbials but without commas
 Using emotive language to describe and explain
 Starting each new line in a poem with a capital letter
 Using the five senses to describe characters thought and feelings
 Using a range of openers.
 Writing in the progressive present tense.
 Writing in the progressive past tense.
 Adding the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.
 Using a comma to separate adjectives when describing a noun.
 Using conjunction 'or'.
 Using apostrophes to show singular possession.
 Using genre specific features.

Fractions - Recognise pairs of fractions that add up to a whole, count in halves, count in quarters count in thirds, find fractions of whole numbers.

Measurement

Time – tell and write time to 5-minute intervals, sequence events of the day by looking at analogue clocks and pictures draw hands on an analogue clock, find the duration of time to a 5-minute interval, able to compare time in hours and minutes.

Children will revise and revisit different topics throughout the Summer term.



Skills we will be focusing on:

- **Word reading** (reading fluently with intonation, expression, and regard for punctuation)
- **Vocabulary** (understanding the meaning of words and adding them to their own vocabulary, read to understand with meaning)
- **Retrieval** (checking words that they have decoded to ensure that they fit within the text they have already read)
- **Inference** (answering why and which questions, giving reasons for the behaviour/ actions of a character based on clues from the text)

Plants

This project teaches pupils the area of biology and focuses on the learning:

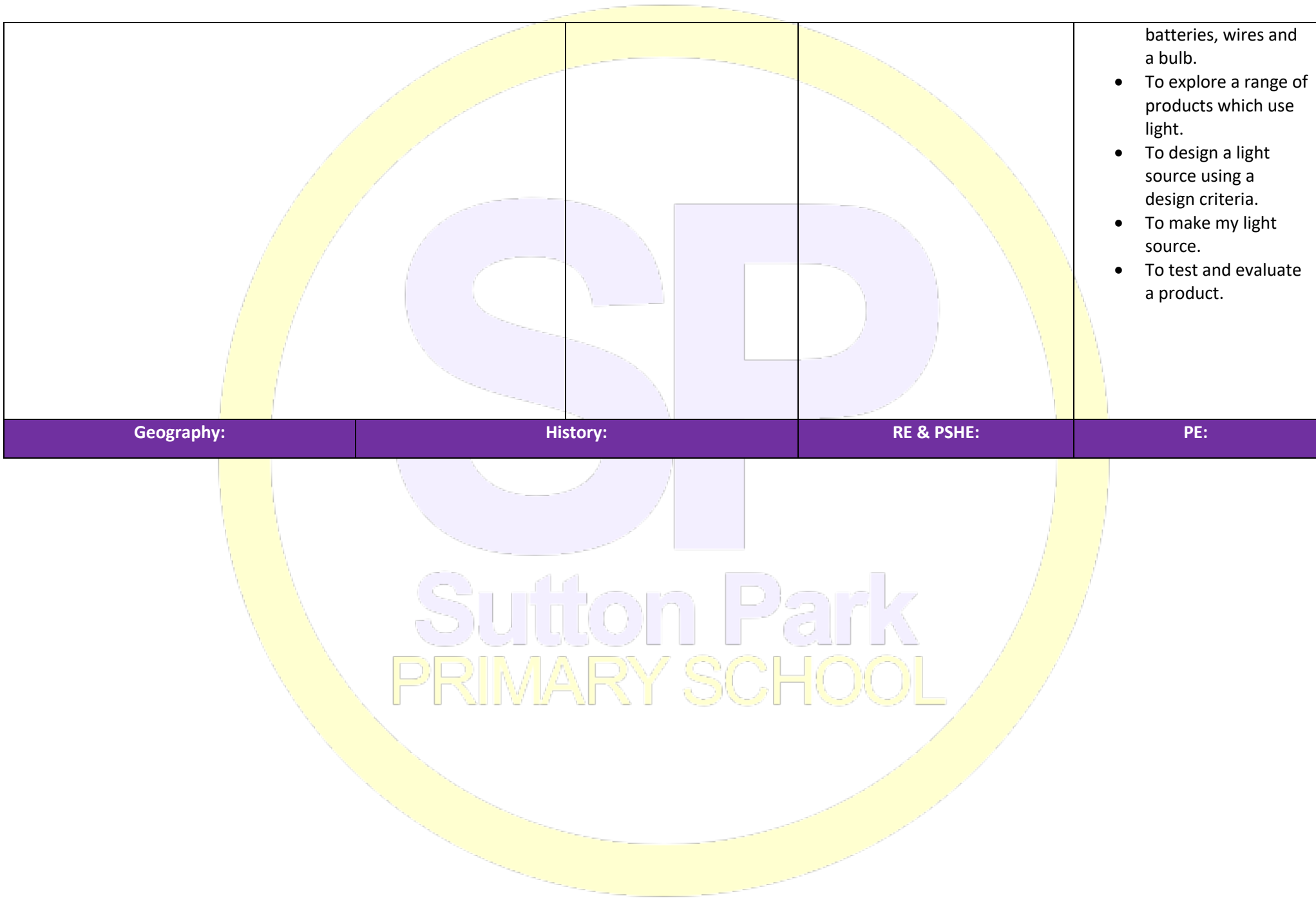
- To observe and describe how seeds and bulbs grow into mature plants.
- To identify and describe the basic structure of a plant.
- To find out and describe what plants need to grow.
- To observe how plants grow under different conditions.
- To learn about the life of a scientist.



Electricity

This project teaches pupils the area of physics and focuses on the learning:

- To recognise simple circuits using



batteries, wires and a bulb.

- To explore a range of products which use light.
- To design a light source using a design criteria.
- To make my light source.
- To test and evaluate a product.

Geography:

History:

RE & PSHE:

PE:



Making comparisons between our Local area, Antarctica and Africa

The pupils will learn:

- To identify the north and south pole and start to begin to understand the impact they have on our climate.
- To describe people, places and environments from a non-European locality (Antarctica).
- To compare the UK to a non-European country (Antarctica).
- To compare and contrast the physical geography of 2 places with differing climates.
- To make comparisons using aerial photographs, maps and photographs between my local area and a non-European city.



Explorers

The pupils will learn:

- Learning about different explorer events and people from the past, including Captain Scott, Neil Armstrong and Preet Chandi.
- Using information we have found out about the past to describe the differences between then and now.
- Identifying differences and similarities between people and events that have happened in different periods.
- Explaining how these discoveries impacted us today.

PSHE:

There are 2 topics we will be exploring from the 'Health and wellbeing' strand this term:

- **What helps us to grow and stay healthy?**

The different things that help our bodies to be healthy
 The impact of too much sugar
 The benefits of physical activity and sleep
 Screen time
 Keeping safe in the sun

- **How do we recognise our feelings?**

Recognising, naming, and describing a range of feelings
 How feelings affect people in their bodies and their behaviour
 Managing feelings and seeking help.

RE:

Pupils will be learning about world religions and their teachings via following dispositions

- Being Attentive to the sacred as well as the precious
- Being Reflective and Self Critical
- Being Imaginative and Exploratory
- Appreciating Beauty

Pupils have 2 PE lessons per week and will change into their PE kit on their allocated PE day.

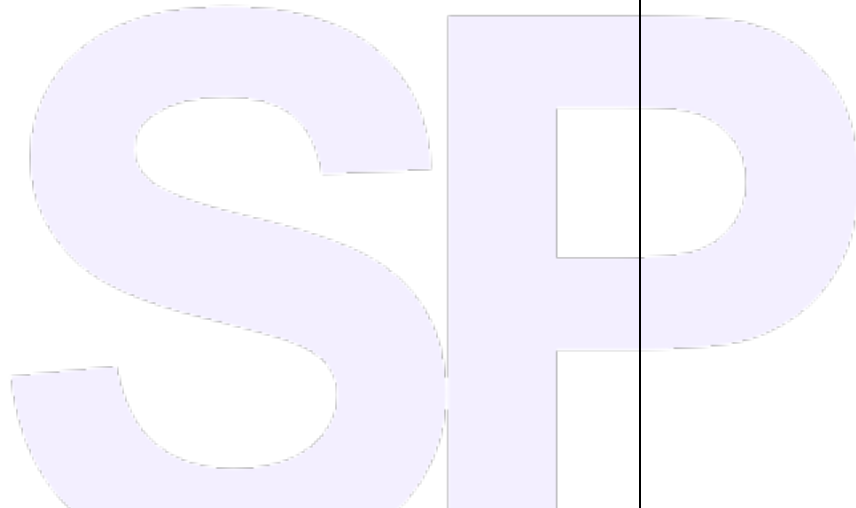
Rackets, bats and balls = The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.

Jumping = The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games.

Ball skills - The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.

Games for Understanding = The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order

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