

Richard Cloudesley School curriculum

Pupils in KS 1 - 4 study the full range of national curriculum subjects. This ensures that they receive a wide-ranging learning experience and that learning is in a context appropriate to their age. Teachers differentiate and adapt the context and materials to provide meaningful, yet challenging learning for all pupils at a level appropriate to their next steps in learning.

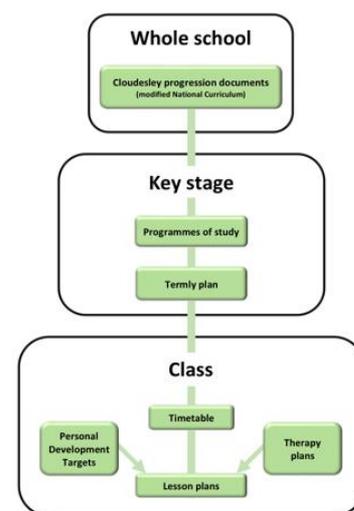
The programmes of study in this booklet detail the topics taught in each subject. There is a sequenced rolling programme for each key stage.

Key stage 1	Cycle 1	Cycle 2	
Key stage 2	Cycle 1	Cycle 2	
	Cycle 3	Cycle 4	
Key stage 3	Cycle 1	Cycle 2	Cycle 3
Key stage 4	Cycle 1		Cycle 2
Post 16	Cycle 1	Cycle 2	Cycle 3

The programmes of study provide information about the focus for each subject in each term. Coupled with the three-tiered structure of our curriculum, programmes of study ensure that each pupil learns at a level appropriate to their needs, whilst at the same time learning within an age-appropriate context, alongside their peers. The progression documents detail how skills and knowledge develop in each subject to inform teachers' planning across the full range of abilities and needs.

The curriculum is carefully planned to provide a variety of learning experiences and development as pupils move through the school, through the full entitlement of the National Curriculum.

Throughout the school we have a focus on the Preparing for Adulthood framework, this means as they journey through the school pupils at Richard Cloudesley become young people who are as confident and independent as possible, fully prepared for the next stage of their life



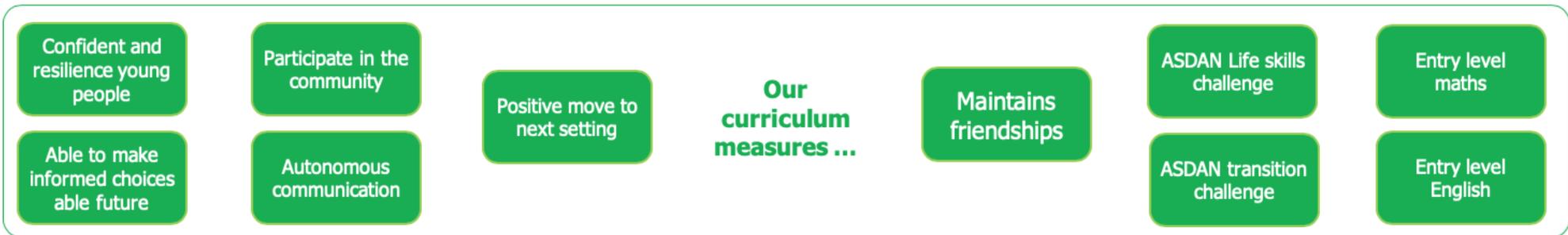
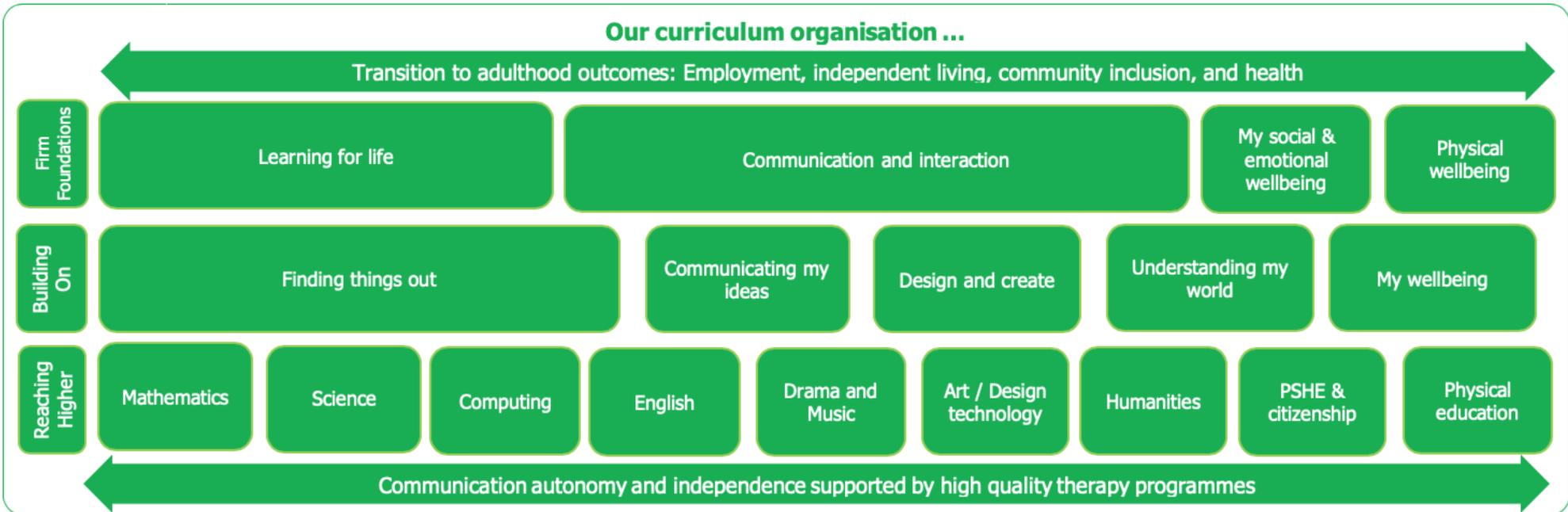
Curriculum Outcomes

We consulted pupils, families and staff on the skills, knowledge and understanding that were important for our students to have learned by the time they move on from Richard Cloudesley School. We then planned the whole curriculum to work towards meeting these goals as far as possible for each pupil.

KS 1 Curriculum overview

Teachers plan lessons using programmes of study, personal development targets, from EHCP goals and personal therapy programmes. Pupils enjoy a broad range of engaging and relevant lessons across the week.

Our curriculum vision is...
to educate and empower our young people to develop the attitudes, skills and courage to succeed.



Key stage 1 Programme of study – Firm Foundations

Year 1	Term 1	Term 2	Term 3
Firm Foundations	Journey around the world	Fire of London	Kenyan Safari
Learning for life (Maths Science, computing)	<p>Maths - Number – Problem solving Make something happen on a reactive environment (for example make noises if I move when lying on a space blanket) Notice the effect I have caused and pause to observe it</p> <p>Measurement - Time</p> <p>Seasonal change Explore natural light and dark and relate these to day and night. To explore different temperatures to find a preferred. To explore cause and effect and know that an action has an effect. (switch – fan blowing wind)</p> <p>Programming and Control Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car or using a switch.</p>	<p>Maths - Number – exploring objects To intentionally explore objects To understand that when an object disappears it still exists Experience and explore one, few and lots</p> <p>Measurement – Capacity</p> <p>Everyday materials Explore making changes, getting then wet, ripping, tearing, scrunching.</p> <p>How Technology Helps Us Recognise that a range of technology is used in placed such as homes and schools, explore and experiment with different technologies</p>	<p>Maths – Number – Anticipation To show a consistent response to one stimulus. To anticipate a repetitively presented stimulus.</p> <p>Geometry Properties of shape</p> <p>Living things and habitats Use all senses to explore immediate environment Make choices and share preferences.</p> <p>Using the Internet Use technology in predictable ways, anticipating outcomes and responses. Select and use technology for particular purposes.</p>
Communication & interaction (English, music, drama, art design & technology)	<p>Traditional stories and fairy tales</p> <p>Term 1: Goldilocks and the three bears. Little Red Riding hood The Enormous Turnip The Three little pigs Term 2: Cinderella The Gingerbread man A year full of stories: 52 classic stories from around the world.</p> <p>Enjoy different stories, express opinions on, link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Music Charanga unit - In the groove pitch Recognise and identify high and low notes Learn songs with verses and chorus – blues, Latin, folk, funk, baroque and Bhangra) Charanga unit - Journeys Pitch and tempo DT - Puppetry Exploring puppets with moving parts / levers Creating moving pictures for traditional tales (Link with fairy tales)</p>	<p>Poetry and Rhyme – calligrams and acrostic Enjoy different poems and rhyming stories, express opinions on, link content back to own experiences, participate in rhythm and anticipation elements of the poems and rhyming stories. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Term1: The puffin book of fantastic first poems Poems to perform Julia Donaldson fairy tales</p> <p>The Great Fire of London by Liz Gogerly</p> <p>Term 2: The Rhyming Rabbit by Julia Donaldson All aboard the London Bus by Patricia Toht</p> <p>Music Charanga unit - Rhythm in the way we walk Structure and texture To play rhythm on tuned and untuned instruments to accompany a piece of music. Rehearsal and hip shop action songs (Exploring the music; Mars by Gustav Holst, the Banana rap, Happy and when I'm 64)</p> <p>Art – painting Explore making marks on a variety of papers Explore colours, mixing and blending using poster paints, water colours and oils</p>	<p>Non-Fiction and Information texts Explore information from non-fiction and information texts, link information back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Music Charanga course - Djembe course Rhythm and pulse Following and creating rhythmic compositions</p> <p>Artist study / collage Matisse – (link with maths shape)</p> <p>Printing Explore random experimental printing with hands, feet, found materials Explore Block printing Repeating patterns and traditional African designs</p>

Year 1	Term 1		Term 2		Term 3	
Firm Foundations	Journey around the world		Fire of London		Kenyan Safari	
Social and emotional wellbeing (humanities, PSHE & citizenship)	Geography – Journey around the world Respond and react in predictable ways to geographical, place or environmental cues Awareness of here, there, elsewhere Experience virtual environments Experience and explore ‘folk’ and/or cultural information associated with place or setting.		History – Fire of London Be curious about people and show interest in stories Use everyday language related to time Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.		Geography – Kenyan Safari Respond and react in predictable ways to geographical, place or environmental cues Awareness of here, there, elsewhere Experience virtual environments Experience and explore ‘folk’ and/or cultural information associated with place or setting.	
PSHE	Relationships	Feelings about different types of feelings	Feeling safe Pupils learn about people who keeps them safe outside the home.	Me and others Pupils learn about what makes themselves and others special	Fun times Pupils learn about food that is associated with special times, in different cultures	Feelings How to manage different types of feelings
Physical Wellbeing (PE)	Vestibular activities Working on individual basic movements Linking physiotherapy goals Dance & Movement Vestibular / sensory activities Working on individual body awareness and movement patterns Linking physiotherapy goals Gross movements – pull up, cruise, climb soft play apparatus for climbing & exploring gross movements and control		Individual Body awareness and control Linking physiotherapy goals and specialist equipment bikes, walkers Simple Games Small Apparatus – balance / under and over – showing increased coordination and control Individual graded movement awareness Building awareness of big and small movements and how this can be achieved / supported Start, Move, finish, Fast / slow gymnastics		Trust and initiation activities Measure & count athletic activities Trust, initiation and turn taking Throw away! Throw in games	

Year 2	Term 1	Term 2	Term 3
Firm Foundations	Intrepid Explorers	Down on the farm	Women who ruled / Plants galore
Learning for life (Maths Science, computing)	<p>Maths – Number – Sequence and pattern To group objects that have similar key features such as shape (or colour), or functions, e.g. all cups</p> <p>Geometry Position and direction – geometry and spacial thinking</p> <p>Multimedia, Data and Presentations Learn how to operate simple equipment e.g. turns on music player and uses remote control or simple switch access.</p> <p>Seasonal Change Explore contrast and changes - light/dark/, hot cold, wet dry Relate to weather and the environment</p>	<p>Maths – Number – Number songs Recognise very familiar number rhymes or songs. Show some preferences or positive responses to some music and number rhymes.</p> <p>Measurement - length and height</p> <p>Animals including humans Explore body movement and factors affecting this Experience people and animals and their babies To use senses to investigate different animals. (sounds, touch, sight) To identify a favourite animal – from a story, song, sound.</p> <p>Digital Media Show an interest in technological toys, or real objects such as cameras or mobile phones.</p>	<p>Maths – Number – Exploring objects To indicate choice of objects from two To respond to one and lots when presented to a group of many objects.</p> <p>Measurement - Money</p> <p>Plants Explore leaves and seeds, notice shapes, colours and texture. Look at similarities and differences Encounter plants using the available senses and become aware that plants feel / smell / look interesting</p> <p>Technology in the Wider World Recognise that a range of technology is used in places such as homes and schools, explore and experiment with different technologies</p>
Communication & interaction (English, music, drama, art design & technology)	<p>Traditional stories and fairy tales Enjoy different stories, express opinions on, link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Music - Charanga unit - Happy Rhythm and tempo Singing and improvisation listening and appraising. (Exploring songs by Pharrell Williams) Charanga topic - Jack and the beanstalk Art / DT – 3D Handle, feel and manipulate rigid and malleable materials Manipulate different materials Exploring play dough, junk modelling (Link to science and literacy – creating scenes for stories)</p>	<p>Poetry and Rhyme-calligrams and acrostic Enjoy different poems and rhyming stories, express opinions on, link content back to own experiences, participate in rhythm and anticipation elements of the poems and rhyming stories. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Music - Charanga topic – Animals Pitch and dynamics Learning about singing, performance and appraising through animal songs</p> <p>Art - collage and textiles Artist study – Andy Goldsworthy Experiment to create different textures (link to maths length and height)</p>	<p>Non-Fiction and Information texts Explore information from non-fiction and information texts, link information back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge Term 1: Handa’s Surprise By Eileen Brown Handa’s Hen By Eileen Brown We’re going on a Lion Hunt by David Axtell Term 2: Who is in the egg? By Alexandra Milton</p> <p>Music -Charanga unit - Hey you Pulse and tempo Compare tempo in music using terms faster / slower with a focus on old school hip hop (exploring songs by MC Hammer, Rappers delight and Sugar hill gang, De la Soul and Joanna Mangona) Art – drawing (summer 1) (Look at Kehinde Wiley?) Portraits and sketching Selecting appropriate materials Experimenting with pencils, crayons, chalk, charcoal.. Painting (Summer 2) Artist study – female artist Georgia Okeefe (link with plants galore)</p>
Social and emotional wellbeing (humanities, PSHE & citizenship)	<p>History – Intrepid explorers Be curious about people and show interest in stories Use everyday language related to time Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Geography – Down on the farm Respond and react in predictable ways to geographical, place or environmental cues Awareness of here, there, elsewhere Experience and explore ‘information associated with place or setting.</p>	<p>History - Famous Queens Be curious about people and show interest in stories Use everyday language related to time Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>

<p style="text-align: center;">PSHE</p>	<p>Relationships</p>	<p>Feelings About identifying feelings about managing different feelings about change or loss and how this can feel</p>	<p>Feeling safe safety in familiar situations about personal safety</p>	<p>Me and others about roles and responsibilities at home and school</p>	<p>Fun times about active playground games from around the world about sun-safety</p>	<p>Feelings about change or loss and how this can feel</p>
<p>Physical Wellbeing (PE) (in addition to personalised programmes)</p>	<p>Proprioceptive and vestibular activities Dance & Movement Using music and rhythm to play with dance movements Veronica Sherbourne movement Small apparatus Gymnastics</p>		<p>Routines & anticipation Travel Games Following instructions Reach, hold, let go Start, Move, finish, change direction Gymnastics</p>		<p>Co play activities Play and move together Imaginative exploration and challenges Trust, initiation and turn taking Individual and team activities</p>	

Key Stage 1 Programme of study – Building On

Year 1	Term 1	Term 2	Term 3
Building On	Journey around the world	Fire of London	Kenyan Safari
Finding things out (Maths, Science)	<p>Maths – Number - Grouping and sorting Just like me! To match and sort objects</p> <p>Measurement – time Getting to know you! Learning key times of the day, earning where things belong – positional language</p> <p>Measurement - Time</p> <p>Seasonal change Relate patterns of own day to the day and night. Explore and experience light and shadows To use key words hot / cold to describe the weather. To know how to dress for cold / hot weather</p>	<p>Maths - Number</p> <p>Counting It's me 1,2,3! Exploring numbers to 3 To say number names to count objects, not necessarily in the right order or at the right speed. To use language associated with counting, such as “more”, “a lot”, “less”.</p> <p>Measurement - Capacity</p> <p>Everyday materials Explore changes and reversing these. Explore solids and liquids and notice differences. Mix and separate with sieves. To identify and name some materials</p>	<p>Maths – Number – Place value To count objects to 5 Exploring one more and one less To put objects on a line when counting to 5 To begin to subitise numbers to 5</p> <p>Geometry Properties of shape Exploring circles and triangles Learning about special awareness</p> <p>Geometry and spacial awareness</p> <p>Living things and their habitats To know what living things are. To know some different habitats, (woods, seaside, city, jungle, grasslands)</p>
	<p>Traditional stories and fairy tales Term 1: Goldilocks and the three bears. Little Red Riding hood The Enormous Turnip The Three little pigs Term 2: Cinderella The Gingerbread man A year full of stories: 52 classic stories from around the world.</p> <p>Enjoy and appreciate different stories, give opinions on, notice some characteristics of the story (B, M, E), link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Poetry and Rhyme -calligrams and acrostic Enjoy and appreciate different poems and rhyming stories, give opinions on, relate content back to own experiences, notice and appreciate characteristics of rhyming elements (rhythm, and sounds in the words) All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Term1: The puffin book of fantastic first poems Poems to perform Julia Donaldson fairy tales</p> <p>The Great Fire of London by Liz Gogerly</p> <p>Term 2: The Rhyming Rabbit by Julia Donaldson All aboard the London Bus by Patricia Toht</p>	<p>Non-Fiction and Information texts Participate in exploration of information from non-fiction and information texts, relating information back to own experiences, sharing information retrieved and using within a discussion. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Term 1: Handa’s Surprise By Eileen Brown Handa’s Hen By Eileen Brown We’re going on a Lion Hunt by David Axtell Term 2: Who is in the egg? By Alexandra Milton</p>
Communicating my ideas (English, computing)	<p>Programming and control To create a device, respond to an action. To control a device making it alter direction.</p>	<p>How technology it helps us To be able to identify key parts of the computer. To be able to change the environment they are in with altering sound, light, using apps and switches</p>	<p>Using the internet Pupils understand that they can find a range of information on the internet. Pupils know that they can play and learn when accessing the internet.</p>

Year 1	Term 1		Term 2		Term 3	
Building On	Journey around the world		Fire of London		Kenyan Safari	
Design and create (music, drama Art, design & technology)	Music - Charanga unit - In the groove pitch Recognise and identify high and low notes Learn songs with verses and chorus – blues, Latin, folk, funk, baroque and Bhangra) Charanga unit - Journeys Pitch and tempo		Music - Charanga unit - Rhythm in the way we walk Structure and texture To play rhythm on tuned and untuned instruments to accompany a piece of music. Rehearsal and hip shop action songs (Exploring the music; Mars by Gustav Holst, the Banana rap, Happy and when I'm 64)		Music - Charanga course - Djembe course Rhythm and pulse Following and creating rhythmic compositions	
	DT - Puppetry Exploring puppets with moving parts / levers Creating moving pictures for traditional tales (Link with fairy tales)		Art – painting Explore making marks on a variety of papers Explore colours, mixing and blending using poster paints, water colours and oils		Artist study / collage Matisse – (link with maths shape) Printing Explore random experimental printing with hands, feet, found materials Explore Block printing Repeating patterns and traditional African designs	
Understanding my world (humanities, PSHE & citizenship)	Geography – Journey around the world Experience, understand and use geographical language. Place names and descriptions, locations and items Know things have a place and recognise when things are in the wrong place. Associate objects or experiences with familiar place and vice versa		History – Fire of London Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters.		Geography – Kenyan Safari Experience, understand and use geographical language. Place names and descriptions, locations and items Know things have a place and recognise when things are in the wrong place. Being to make decisions and responses related to knowledge of place and what is there (Geographical affordances)	
PSHE	Relationships	Feelings Pupils learn about different types of feelings	Feeling safe Pupils learn about people who keeps them safe outside the home.	Me and others Pupils learn about what makes themselves and others special	Fun times Pupils learn about food that is associated with special times, in different cultures	Feelings Pupils learn how to manage different types of feelings
My Wellbeing (in addition to personalised programmes)	Individual stretching programs Vestibular activities Working on individual basic movements Linking physiotherapy goals Dance & Movement Vestibular / sensory activities Working on individual body awareness and movement patterns Linking physiotherapy goals Gross movements – pull up, cruise, climb soft play apparatus for climbing & exploring gross movements and control		Individual Body awareness and control Linking physiotherapy goals and specialist equipment bikes, walkers Simple Games Small Apparatus – balance / under and over – showing increased coordination and control Individual graded movement awareness Building awareness of big and small movements and how this can be achieved / supported Start, Move, finish, Fast / slow gymnastics		Trust and initiation activities Measure & count athletic activities Trust, initiation and turn taking Throw away! Throwing games	

Year 2	Term 1	Term 2	Term 3
Building On	Intrepid Explorers	Down on the farm	Women who ruled / Plants galore
Finding things out (Maths, Science)	<p>Maths - Numbers to 5 One more one less <u>Numbers to 5</u></p> <p>Geometry Position and direction – geometry and spacial thinking <u>Getting to know you</u></p> <p>Getting to know you! Learning key times of the day, earning where things belong – positional language</p> <p>Uses of everyday materials Observe ad comment on features. Begin to talk about similarities, scratchy, soft. To find some objects that are the same and some that are different.</p>	<p>Maths – Number – place value Growing 6,7,8</p> <p>Building 9 and 10</p> <p>Measurement - length and height</p> <p>Animals including humans Label senses, by touch or symbol. Describe and demonstrate a variety of movements.</p>	<p>Maths – Number – Grouping and sorting To move or touch objects to count them. To know that the last number they say represents the number of objects in a group.</p> <p>Measurement Money</p> <p>Plants Know plants are alive, they belong to one group. Make and record simple observations. Use these to sort and group in simple ways e.g. shapes, colours, size or flowers and trees</p>
Communicating my ideas (English, computing)	<p>Traditional stories and fairy tales Enjoy and appreciate different stories, give opinions on, notice some characteristics of the story (B, M, E), link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Poetry and Rhyme -calligrams and acrostic Enjoy and appreciate different poems and rhyming stories, give opinions on, relate content back to own experiences, notice and appreciate characteristics of rhyming elements (rhythm, and sounds in the words) All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Non-Fiction and Information texts Participate in exploration of information from non-fiction and information texts, relating information back to own experiences, sharing information retrieved and using within a discussion. All alongside development of skills in reading, writing and phonetic knowledge</p>
	<p>Multimedia, data and presentations To show and understanding how to control some video and image media, switching it and starting and stopping.</p>	<p>Digital media To be able to identify text, images, video and sound when talking about media. To know they can explore and control sound and music using technology in various forms and ways</p>	<p>Technology in the wider world To be able to change the environment they are in with altering sound, light, using apps and switches</p>
Design and create (music, drama Art, design & technology)	<p>Music - Charanga unit - Happy Rhythm and tempo Singing and improvisation listening and appraising. (Exploring songs by Pharrell Williams) Charanga topic - Jack and the beanstalk</p>	<p>Music - Charanga topic – Animals Pitch and dynamics Learning about singing, performance and appraising through animal songs</p>	<p>Music - Charanga unit - Hey you Pulse and tempo Compare tempo in music using terms faster / slower with a focus on old school hip hop (exploring songs by MC Hammer, Rappers delight and Sugar hill gang, De la Soul and Joanna Mangona)</p>
	<p>Art / DT – 3D Handle, feel and manipulate rigid and malleable materials</p> <p>Manipulate different materials Exploring play dough, junk modelling (Link to science and literacy – creating scenes for stories)</p>	<p>Art - collage and textiles Artist study – Andy Goldsworthy Experiment to create different textures (link to maths length and height)</p> <p>investigate the qualities of a variety of natural and made materials. learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture.</p>	<p>Art – drawing (summer 1) (Look at Kehinde Wiley?) Portraits and sketching Selecting appropriate materials Experimenting with pencils, crayons, chalk, charcoal..</p> <p>Painting (Summer 2) Artist study – female artist Georgia Okeefe (link with plants galore) DT – food and nutrition Preparing food Dips and dippers and sensational salads</p>
Understanding my world (humanities, PSHE & citizenship)	<p>History – Intrepid explorers Begin to describe main story settings, events and principal characters. (Lives of significant individuals of the past) Order and sequence familiar events</p>	<p>Geography – Down on the farm Experience, understand and use geographical language. Place names and descriptions, locations and items Know things have a place and recognise when things are in the wrong place.</p>	<p>History - Famous Queens Know about similarities and differences between themselves and others, and among families, communities and traditions Use everyday language related to time Order and sequence familiar events</p>

Year 2	Term 1		Term 2		Term 3	
Building On	Intrepid Explorers		Down on the farm		Women who ruled / Plants galore	
			Associate objects or experiences with familiar place and vice versa		Describe main story settings, events and principal characters.	
PSHE	Relationships 	Feelings About identifying feelings about managing different feelings about change or loss and how this can feel	Feeling safe safety in familiar situations about personal safety	Me and others about roles and responsibilities at home and school	Fun times about active playground games from around the world about sun-safety	Feelings about change or loss and how this can feel
My Wellbeing	Proprioceptive and vestibular activities Dance & Movement Using music and rhythm to play with dance movements Veronica Sherbourne movement Small apparatus Gymnastics		Routines & anticipation Travel Games Following instructions Reach, hold, let go Start, Move, finish, change direction Gymnastics		Co play activities Play and move together Imaginative exploration and challenges Trust, initiation and turn taking Individual and team activities	

Programme of study – Reaching Higher

Year 1	Term 1	Term 2	Term 3
Reaching Higher	Journey around the world	Fire of London	Kenyan Safari
Mathematics	<p>Number - Place value Count forwards Find consecutive missing numbers in number lines (0 -10) Spot mistakes in number sequences</p> <p>Measurement - time</p>	<p>Number - Addition facts Explore addition facts – numbers to 3 To compare and order numbers, using the related vocabulary; use the equals () sign</p> <p>Measurement - Capacity</p>	<p>Number - Place value To understand what zero looks like and understand that it comes before 1 To know that one more is the next number in the number sequence</p> <p>Geometry Properties of shape</p>
Science	<p>Seasonal change To observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday materials To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials</p>	<p>Living things and their habitats To know what living things are. To know some different habitats, (woods, seaside, city, jungle, grasslands)</p>
Computing	<p>Programming and control To adjust preformed program so it performs a different action. To look at in putting a two-step instruction with Bee Bots</p>	<p>How technology it helps us To be able to navigate a device using functions such as swipe, exit, select To understand you can use the internet and apps to find things they enjoy.</p>	<p>Using the internet To look at symbols that you might find on the internet, and how to use them. To look at how to navigate a page, if it is touch screen, scan/ eye gaze.</p>
English	<p>Traditional stories and fairy tales Term 1: Goldilocks and the three bears. Little Red Riding hood The Enormous Turnip The Three little pigs Term 2: Cinderella The Gingerbread man A year full of stories: 52 classic stories from around the world. Appreciate different stories, give opinions on/ discuss, notice and appreciate characteristics of the story (B, M, E), link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Poetry and Rhyme-calligrams and acrostic Appreciate different poems and rhyming stories, give opinions on/ discuss, relate back to own experiences, notice and appreciate characteristics of rhyming elements (rhythm, and sounds in the words) All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Term1: The puffin book of fantastic first poems Poems to perform Julia Donaldson fairy tales</p> <p>The Great Fire of London by Liz Gogerly</p> <p>Term 2: The Rhyming Rabbit by Julia Donaldson All aboard the London Bus by Patricia Toht</p>	<p>Non-Fiction and Information texts Retrieve information from non-fiction and information texts, relating information back to own experiences, sharing information retrieved and using within a discussion. All alongside development of skills in reading, writing and phonetic knowledge</p> <p>Term 1: Handa’s Surprise By Eileen Brown Handa’s Hen By Eileen Brown We’re going on a Lion Hunt by David Axtell Term 2: Who is in the egg? By Alexandra Milton</p>
Drama and music	<p>Music - Charanga unit - In the groove pitch Recognise and identify high and low notes Learn songs with verses and chorus – blues, Latin, folk, funk, baroque and Bhangra) Charanga unit - Journeys Pitch and tempo</p>	<p>Music - Charanga unit - Rhythm in the way we walk Structure and texture To play rhythm on tuned and untuned instruments to accompany a piece of music. Rehearsal and hip shop action songs (Exploring the music; Mars by Gustav Holst, the Banana rap, Happy and when I’m 64)</p>	<p>Music - Charanga course - Djembe course Rhythm and pulse Following and creating rhythmic compositions</p>
Art, design & technology	<p>DT - Puppetry Exploring puppets with moving parts / levers Creating moving pictures for traditional tales (Link with fairy tales)</p>	<p>Art – painting Explore making marks on a variety of papers</p>	<p>Artist study / collage Matisse – (link with maths shape) Printing</p>

		Explore colours, mixing and blending using poster paints, water colours and oils	Explore experimental printing with hands, feet, found materials Explore Block printing Repeating patterns and traditional African designs
Humanities	Geography – Journey around the world Locational knowledge: name and locate the 7 continents and 5 oceans Place knowledge; understand geographical similarities and differences Physical geography; identify seasonal and daily weather patterns, locations of hot and cold areas of the world.	History – Fire of London Events form beyond living memory Cause and consequence; recognise why people did thing and what happened as a result	Geography – Kenyan Safari Human physical geography; use basic geographical vocabulary to refer to first, mountain, deserts etc. Place knowledge; understand similarities and differences between UK and a non-European country. Geographical skills: use maps atlases and globes to identify countries and continents studied.
PSHE & Citizenship	Relationships Feelings Pupils learn: about different types of feelings	Feeling safe Pupils learn about people who keeps them safe outside the home.	Me and others Pupils learn about what makes themselves and others special Fun times Pupils learn about food that is associated with special times, in different cultures Feelings Pupils learn: How to manage different types of feelings
Physical Education	Individual stretching programs Vestibular activities Working on individual basic movements Linking physiotherapy goals Dance & Movement Vestibular / sensory activities Working on individual body awareness and movement patterns Linking physiotherapy goals Gross movements – pull up, cruise, climb soft play apparatus for climbing & exploring gross movements and control	Individual Body awareness and control Linking physiotherapy goals and specialist equipment bikes, walkers Simple Games Small Apparatus – balance / under and over – showing increased coordination and control Individual graded movement awareness Building awareness of big and small movements and how this can be achieved / supported Start, Move, finish, Fast / slow gymnastics	Trust and initiation activities Measure & count athletic activities Trust, initiation and turn taking Throw away! Throw in games

Year 2	Term 1	Term 2	Term 3
Reaching higher	Intrepid Explorers	Down on the farm	Women who ruled/ Plants galore
Mathematics	<p>Number Explore Addition and subtraction (below 10) Addition and subtraction</p> <p>To explore addition facts – numbers to 5 Starting with a whole (i.e. 5 cubes) break cubes into parts and explore how many addition facts can be made (up to 5)</p> <p><u>Geometry Position and direction</u></p>	<p>Number - Place Value To know that one more is the next number in the number sequence Say the number that is 1 more or less than any given number place value</p> <p><u>Measurement - length and height</u></p>	<p><u>Number – Fractions</u> To use the vocabulary of halves and quarters in context</p> <p><u>Measurement Money</u></p>
Science	<p><u>Uses of Everyday materials</u></p> <p>distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p><u>Animals including humans</u></p> <p>To identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates) To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><u>Plants</u></p> <p>Know plants are alive, they belong to one group. Make and record simple observations. Use these to sort and group in simple ways e.g. shapes, colours, size or flowers and trees</p>
Computing	<p>Multimedia, data and presentations</p> <p>To know they can explore sound and music using technology and that they can create sound using computer programs. To begin to recognize familiar logos, images and signs that they could or want to access.</p>	<p>Digital media</p> <p>To of developed skills so they can start and stop music or videos and change what they are viewing or listening too, using tabs, buttons, and identify common symbols</p>	<p>Technology in the wider world</p> <p>To be able to navigate a device using functions such as swipe, exit, select</p>
English	<p>Traditional stories and fairy tales</p> <p>Appreciate different stories, give opinions on/ discuss, notice and appreciate characteristics of the story (B, M, E), link stories back to own experiences. All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Poetry and Rhyme -calligrams and acrostic</p> <p>Appreciate different poems and rhyming stories, give opinions on/ discuss, relate back to own experiences, notice and appreciate characteristics of rhyming elements (rhythm, and sounds in the words) All alongside development of skills in reading, writing and phonetic knowledge</p>	<p>Non-Fiction and Information texts</p> <p>Retrieve information from non-fiction and information texts, relating information back to own experiences, and using within a discussion. All alongside development of skills in reading, writing and phonetic knowledge</p>
Drama and music	<p>Music - Charanga unit - Happy Rhythm and tempo Singing and improvisation listening and appraising. (Exploring songs by Pharrell Williams)</p> <p>Charanga topic - Jack and the beanstalk</p>	<p>Music - Charanga topic – Animals Pitch and dynamics Learning about singing, performance and appraising through animal songs</p>	<p>Music - Charanga unit - Hey you Pulse and tempo Compare tempo in music using terms faster / slower with a focus on old school hip hop (exploring songs by MC Hammer, Rappers delight and Sugar hill gang, De la Soul and Joanna Mangona)</p>
Art, design & technology	<p>Art / DT – 3D Handle, feel and manipulate rigid and malleable materials Manipulate different materials Exploring play dough, junk modelling (Link to science and literacy – creating scenes for stories)</p>	<p>Art - collage and textiles Artist study – Andy Goldsworthy Experiment to create different textures (link to maths length and height) investigate the qualities of a variety of natural and made materials. learn skills for weaving and gain sensory experience of materials and an understanding of colour and texture.</p>	<p>Art – drawing (summer 1) (Look at Kehinde Wiley?) Portraits and sketching Selecting appropriate materials Experimenting with pencils, crayons, chalk, charcoal..</p> <p>Painting (Summer 2) Artist study – female artist Georgia Okeefe (link with plants galore)</p> <p>DT – food and nutrition Preparing food Dips and dippers and sensational salads</p>

Year 2	Term 1	Term 2	Term 3		
Reaching higher	Intrepid Explorers	Down on the farm	Women who ruled/ Plants galore		
Humanities	History – Intrepid explorers World history Lives of significant individuals of the past. - Learn about the adventures of a famous adventurer - Neil Armstrong, Amelia Earhart)	Geography – Down on the farm Use key geographical vocabulary to refer to key physical features, including river, soil, vegetation... Use photographs and plans to recognise landmarks and key features.	History - Famous Queens Changes within living memory – changes in national life Changes beyond living memory Compare aspects of life form different periods		
PSHE & Citizenship	Relationships Feelings Pupils learn: About identifying feelings about managing different feelings about change or loss and how this can feel	Feeling safe Pupils learn: safety in familiar situations about personal safety	Me and others Pupils learn: about roles and responsibilities at home and school	Fun times Pupils learn: about active playground games from around the world about sun-safety	Feelings Pupils learn: about change or loss and how this can feel
Physical Education	Proprioceptive and vestibular activities Dance & Movement Using music and rhythm to play with dance movements Veronica Sherbourne movement Small apparatus Gymnastics	Routines & anticipation Travel Games Following instructions Reach, hold, let go Start, Move, finish, change direction Gymnastics	Co play activities Play and move together Imaginative exploration and challenges Trust, initiation and turn taking Individual and team activities		