

HT1

HT2

HT3

HT4

HT5

HT6

Literacy

Dogman by Dav Pilkey – focus on composing simple sentences before we write them.
The way back home by Oliver Jeffers – focus on recounting an adventure story. Zog by Julia Donaldson – focus on innovating a familiar story.

Ongoing focus –
Capital letters, full stops, exclamation marks and question marks.

- **Adjectives**
- **Conjunctions**

Winnie the witch by Valerie Thomas focuses on including adjectives in writing.

How to wash a woolly mammoth by Michelle Robinson - focus on instructional language.

Winter poems - focus on acrostic poems

Ongoing focus –
Capital letters, full stops, exclamation marks and question marks.

- **Adjectives and nouns**
- **Conjunctions**
- **Language choices**

Little Red Riding Hood - a range of versions.
Little Red by Bethan Woollvin
Little Red and the very hungry lion - Alex T Smith
Focus on the features of traditional tales and innovating a traditional tale to create a new story.

Supertato by Paul Linnet and Sue Hendra

Focus on choosing a setting, and planning an exciting story with a beginning, a middle and an end.

Ongoing focus –
Capital letters, full stops, exclamation marks and question marks. -
Adjectives, adverbs and nouns
- Conjunctions
-Language choices

George’s Marvellous Medicine - Roald Dahl
Focus on adjectives and onomatopoeia to engage the reader, and story innovation.

The true story of the three little pigs by Jon Scieska

Focus on factual writing and chronological report writing.

Ongoing focus –
Capital letters, full stops, exclamation marks, question marks and commas in lists -

- **Adjectives, adverbs and nouns**
- **Conjunctions**
- **Language choices**
- **Onomatopoeia**

The Enchanted Wood - Enid Blyton
Focus on apostrophes for possession, expanded noun phrases and adverbs. Create their own exciting story with a beginning, a middle, and an ending.

Seaside Poems - Various styles and authors

Focus on participating in presentations and performances. Build up a repertoire of poems and start to create their own tongue-twister, acrostic, repeating, and pyramid poems.

Ongoing focus –
Capital letters, full stops, exclamation marks, apostrophes, question marks and commas in lists -
Adjectives, adverbs and nouns
- Conjunctions
-Language choices
-Proof reading and editing

The Girl And The Dinosaur - Hollie Hughes

Learn to spell more words with contracted forms.

Discuss the sequence of events in books and how items of information are related.

To use verbs which indicate time correctly and consistently.

To write about real events.

A book of bears - Katie Viggers
To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To create factual, describing sentences.

Re-read to check that their writing makes sense. Proof-read to check for errors in spelling, grammar and punctuation.

Ongoing focus –
Capital letters, full stops, exclamation marks, question marks, apostrophes commas in lists -
Adjectives, adverbs and nouns
- Conjunctions
-Language choices
-Proof reading and editing

Numeracy					
<p>Place value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>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</p> <p>Compare and order numbers from 0 up to 100. Use <, > and = signs Read and write numbers to at least 100 in numerals and in words</p> <p>Adding and subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p>Addition and Subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens two two-digit numbers adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Geometry - Properties of Shape</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Money 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 in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p>SATs Revision</p> <p>Reasoning and problem-solving skills</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>Revision – Number and Place Value - Addition and Subtraction</p> <p>Addition and Subtraction bridging 10</p> <p>Subtraction as a difference</p> <p>Adding and subtracting two-digit and single-digit numbers</p> <p>Adding and subtracting two-digit numbers and multiples of ten</p> <p>Adding two-digit numbers and two-digit numbers</p> <p>Subtraction - Two two-digit numbers</p> <p>Finding 10 more/10 less/ 1 more/ 1 less of any given two-digit number.</p> <p>Reasoning skills</p>

Science

Animals including humans

Notice that animals including humans have offspring which grow into adults.

To know and understand that all living things have a life cycle which represents each stage of growth.

Find out about and describe the basic needs of animals, including humans, for survival (water, food, shelter).

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Perform simple tests to test the effects of exercise on the human body

Materials

To observe closely, using simple equipment.

Identify and classify different materials.

To use their observation and ideas to suggest answers to questions about the properties and uses of different materials.

To identify and compare the suitability of a variety of everyday materials for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Living things and their habitats

To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.

To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.

To 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 by considering the adaptations of animals, and how living things in a habitat depend on each other.

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 by making a variety of food chains.

Plants

To gather and record data to help in answering questions.

To perform simple tests.

To observe and describe how seeds and bulbs grow into mature plants.

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Topic including Geography, History, Art & Design and Technology					
<p>History – Famous Nurses To identify people from the present and past who are famous. To identify how people became famous. To infer information from pictures of the past. Explain how some people have helped us to have better lives. To be able to compare significant historical people. To learn about the lives of Florence Nightingale, Mary Seacol and Edith Cavell and explain why they are significant people.</p>	<p>Art - Artist study Skills - Yayoi Kusama Painting and Printing to become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p> <p>Geography - Bradford and the UK - To know that the UK is in Europe, and that Europe is a continent. - To locate Europe on a globe -To know that Bradford is a city in England where we live. -To be able to locate Bradford on a map of England. -To learn about the physical features of Bradford. -To learn about the human features of Bradford. -To know that the population of Bradford is diverse, and is made up of many people from different origins.</p>	<p>Music - Charanga Hands, Feet and Heart We will be listening and appraising music from South Africa. We will be focusing on pulse and rhythm. We will be listening and responding to different rhythms in music ourselves. The children will be introduced to tuned and untuned instruments and will be playing along to different pieces of music using chime bars and boomwhackers.</p>	<p>DT - Bendy bags *Understand that bags are designed for different reasons. *To know what makes a successful bag. *To be able to create their own design criteria (to have an idea of its purpose/content. *To use knowledge of the property of materials for different purposes. *To use drawings with labels to show what their bendy bag will look like and who/what it is designed for. *To be able to make a template and try out ideas by modelling. *To understand why joins need to be strong. *To be able to sew pieces of fabric together in a running stitch.</p> <p>*To evaluate their product against their own design criteria.</p> <p>History - Flying Women To learn about the lives and achievements of Amy Johnson, Amelia Earhart and Helen Sharman. To compare the lives and achievements of Amy Johnson, Amelia Earhart and Helen Sharman. To understand why the achievements of these women are significant. To understand changes in society and technology. To be aware of the legacy left by Amy Johnson, Amelia Earhart and Helen Sharman.</p>		<p>Design and Technology – Healthy Dips Explore and evaluate a range of existing products. Select from and use a wide range of ingredients, according to their characteristics. Develop, ideas through talking, mock-ups Use the basic principles of a healthy and varied diet to prepare dishes Select from and use a range of tools and equipment to perform practical tasks Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria technical knowledge</p> <p>Geography - Newfoundland and Labrador To know that N&L is located in Canada, North America, and locate it on a map or globe. To know that Newfoundland is an island and the mainland sector is Labrador. To make links to the Y2 history topic, Flying Women, as Amelia Earheart flew across the Atlantic. To know the position of the UK/Bradford, and to know that N&L is near the North Pole. To use location and directional language: this will include, near, far, left/right, above/below and compass directions (North, South, East and West). To learn about the physical and human geography of N&L. To compare Bradford and N&L.</p> <p>Art - Henri Matisse Explore the similarities and differences within the work of artists, crafts people and designers in different times and cultures. Experiment with the visual element of colour. Mix a range of secondary colours, shades and tones. Record and explore ideas from first hand experiences. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>

					Draw for a sustained period of time from real objects. To experiment with, and create their own art work using paints, paper and clay.
--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------

ICT					
Pictograms To use technology purposefully to create, organise, store, manipulate and retrieve digital content. Spreadsheets To recognise common uses of information technology beyond school.		Creating Pictures Using 2Paint Pictures on Purple Mash to create Art in different styles such as impressionism and pointillism. They will also create their own pictures in the style of Mondrian and William Morris. Online Safety 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.		Coding To understand that when a computer does something it is following instructions called code. To practise giving instructions to make objects on the screen move when the program starts To learn how to make objects move when they are clicked To practise coding to make things move when they are clicked To learn to add your own images and make them move when the program starts up To learn to add your own images and make them move when they are clicked on	

PSHE					
Physical Health and Well being To learn about eating well. To know what a healthy diet looks like. To know the benefits of a healthy diet. To know the importance of physical activity, sleep and rest. To understand that an hour a day of physical activity is important for good mental and physical health. To learn about how germs are spread, and how we can prevent them from spreading. To know about the roles of people who help us to stay healthy.	Friendship - Mental health and emotional well being To think about the importance of special people in their lives. To learn about making friends and who can help with friendships (on and offline) To think about solving problems that might arise with friendships (on and offline)	Relationships and health education. Boys and girls, families To learn about the biological differences between male and female animals and their role in the life cycle. To learn about the biological differences between male and female children. To think about growing from young to old and to know that they are growing and changing.	Relationships and health education. Boys and girls, families To understand and respect the differences and similarities between people. To know that everybody needs to be cared for and ways in which they care for others. To know there are different types of families and how their home-life is special.	Keeping safe and managing risk: Indoors and outdoors To learn about keeping safe in the home, including fire safety. To learn about keeping safe outside. To learn about road safety.	Drug, alcohol and tobacco education To learn why medicines are taken. To learn where medicines come from. To understand that medicines come with instructions to ensure they are used safely. To recognise that medicines can be harmful if not taken correctly.

RE					
<p>How new life is welcomed Find out and talk about different ways of welcoming new life; name some artefacts. Ask and respond to questions about belonging. Respond sensitively to the feelings and beliefs of Christians and Muslims.</p>	<p>Making good choices . Begin to express ideas about what makes a good rule and why these are important in helping people to live together cooperatively. Re-tell stories about religious and non-religious rules, suggesting some meanings. Find out about and give examples of different religious rules</p>	<p>How and why do people pray? Find out how Christians and Muslims pray and name some artefacts relating to prayer Recognise similarities and differences between how Christians and Muslims pray Ask questions and respond to questions about prayer Begin to express their own ideas about the meaning of prayer</p>		<p>What did Jesus teach and how did he live? Explore how people might feel called to do something. Explore why Jesus asked to be baptised. To hear, read and explore stories about how Jesus healed and cared for people. Find out about and respond to how Jesus expects people to forgive others and to be generous.</p>	
PE					

<p>New Age Kurling – use games practices to develop pushing technique, weight and accuracy. Football: Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well as understanding the concepts of invasion/space recognition in tag/dribbling games.</p>	<p>Multi skills - To improve motor skills - balance, agility, coordination. To travel from one point to another in different directions. To work as part of a team. To develop a sense of fair play. To develop sending and receiving skills. Rolling at first, moving to throwing. Gymnastics - Travelling on large body parts, - sliding. Travelling using different body shapes. Linking ways of travelling by jumping, rolling, sliding. Linking ways of travelling with different body shapes. Balancing on large surfaces of the body. Balancing on smaller body parts. Combining balancing on small and large body parts.</p>	<p>Multi skills – To improve motor skills - balance, agility, coordination. To travel from one point to another in different directions. To work as part of a team. To develop a sense of fair play. To develop sending and receiving skills. Rolling at first, moving to throwing. Dance – Listen to a poem and consider how each of the animals move Move in different pathways To work collaboratively as part of a group Appraise and comment on own performance and that of others</p>	<p>Multi skills – To improve motor skills - balance, agility, coordination. To travel from one point to another in different directions. To work as part of a team. To develop a sense of fair play. To play games incorporating sending and receiving skills. Basketball – To develop travelling with a ball, moving and bouncing at the same time. Improve coordination through dribbling games and develop space recognition. Use passing activities to develop weight and distance when passing to partners or teammates.</p>	<p>Multi-skills - To bounce a ball with control. To roll and stop a ball. To throw and catch a ball. To bounce a ball with control whilst moving with a partner. Tri - Golf To develop cooperation, good sportsmanship and concentration. To demonstrate an understanding of safety issues when using a golf club. Develop the correct grip when holding a golf club.</p>	<p>Athletics To compete as part of a team and gain scores. Running races Distance throwing Jumping over low hurdles Cricket To hold a cricket bat correctly. To use a cricket bat to hit a ball. To practise a range of cricket skills including running, throwing, catching. To aim at a target when throwing. Over arm throwing.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Music					
<p>Charanga Hands, feet, heart To some songs off by heart. To know some songs have a call and response. To know that music has a steady pulse. To confidently know and sing songs from memory. To know that we can create rhythms and they are different from a steady pulse. To know the names of untuned percussion instruments. To know that instruments and voices can make high and low sounds, known as pitch.</p>					<p>Charanga - Zootime</p> <p>To know some songs off by heart.</p> <p>To know some songs, have a response/answer part</p> <p>To know that unison is everyone singing at the same time.</p> <p>To know why we need to warm up our voices.</p> <p>I know the names of different instruments.</p> <p>I can use what I know about instruments, rhythm, and pulse to play my instrument along with a backing</p> <p>I can listen and appraise a piece of reggae style music.</p> <p>To know that songs have a musical style</p> <p>To compose their own music considering beat and rhythm.</p> <p>To perform their composition for others.</p> <p>BBC Ten Pieces - Kerry Andrews Listen to a piece of music and describe what they hear</p> <p>Listen to the environment around them and find new sounds</p> <p>Practice start and stop</p> <p>Conduct the class in starting and stopping</p> <p>Make their own 'home' sound piece</p>