nan invasions and Empire

Roman houses and baths

Compare to Egyptian civilisation

What do plants need to grow well

Science-Living Things and their Habitats

Working together/staying alive/food chains

Gods and Goddesses

and their main cities

Local habitat survey

Environmental changes

Plants-Parts of plants

Water cycle and life cycles

Emperors-Caesar

Where is Italy?

Local habitats

Micro habitats

World habitats

Road building

Boudicca

Hadrian's Wal

Wow Starter: Italian Day-looking at food and Final Event: School sleepover-Romans!

Teacher: MrsPaulaCummings School: Cambo First School



UNDERSTANDING THE WORLD

Working scientifically KS1

sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the

- sc2 asking simple questions and recognising that they can be answered in different ways
- sc4 performing simple tests sc5 identifying and classifying
- · sc7 gathering and recording data to help in

answering questions.

Living things and their habitats KS1 sc20 explore and compare the differences between things that are living, dead, and things that

- sc21 identify that most living things live in
- depend on each other · sc22 identify and name a variety of plants and
- grow into mature plants · sc25 find out and describe how plants need water,
- light and a suitable temperature to grow and stay

· ge1 I can find and name the world's seven

continents on a map and globe • ge3 I can find and name the four countries of the UK on a map

• ge4 I can find and name the capital cities of the UK on a map

Human and physical geography KS1

• ge10 I know the names of the four seasons and the weather to expect in each one • ge12 I can identify the Equator and North and

South Poles on a map and globe • ge13 I know that it is very hot I places around the Equator and very cold around the Poles

Geographical skills and fieldwork KS1

• ge16 I can use maps and globes to identify places I am learning about

- ae17 I understand the four basic compass directions and know that on a British map North is
- ge21 I can identify features in my classroom and on the playground from a plan view

Core Skills across the Key Stage K51 · hil I can use common words and phrases related

- to the passing of time · hi2 I can place objects, people and events into
- chronological order · hi3 I can talk about different ways of life at
- different times
- · hi4 I have a wide vocabulary of common historical · hi5 I can ask and answer questions about the past
- · hi6 I can identify key features of stories and events to help me to understanding their importance
- · hi7 I can use sources of information to find out about the past
- · hi8 I know the past is represented in different

· dt14 I can look at things other people have made

· mu1 I can sing songs using my voice to show the

· mu7 I can sit and listen attentively to recorded

· mu8 I can concentrate when listening to music and

describe what I think and how the music makes me

· mu10 I understand loud/quiet, fast/slow and

and tell you what I like or dislike

meaning of the words and tune

mediums-pen, charcoal, mod roc and body marquees linked to Roman statues Preparing County show entry based on Hadrian's Wall Singing with Kathy Recorder club Violins and music with Annaliese Nicklen

Fiction unit-Penny Dreadful and the Rat

culture

ook at a map of Europe and learn to name main countries

Notation/composition/appreciation/playing tuned instruments

Sequence the story Use drama to explore characters' thoughts and feelings Research information about caring for a pet
Write instructions about caring for a pet
Explore layout and text features Discuss our opinions of the book
What do we think of the character of Penny Non-fiction- What is the most unusual place in the world to live? Discuss different environments and places to live Recap non-fiction features Introduce, explain and use new vocabulary Look at commas in lists

Roman Mosaics showing an aspect of Roman life Compare to work of Gaudi

Learning to draw the human body in different

reading scales in maths)

County Show

preparation

Bake some Roman honey cakes (link to measuring and

Write questions using a range of question words and appropriate punctuation Make comparisons Collect information about an unusual location
Make comparisons between chosen location and usual home
Write a draft screen to add to the eBookWrite final screen text Write a new stanza for a poem based on a modelFlibbertigibbits
Explore sound patterns in a poem
Use alliteration, repetition and rhyme
Explore word play (tongue twisters) Give peer review

Summer production

rehearsals

Locate, order and compare 2 and on the 1-100 square;

use < and > signs; locate numbers on an em

find complements to multiples of 10;

then adding is; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100);

add 2-digit numbers using place-value cards

(partitioning, answers more than 100

using uniform non-standard units;

introduce numbers 101 to 200 and count in 10 add 2-digit numbers by counting on in 10s and 1s;

use number facts to 10 and 20 in number stories;

subtract 2-digit numbers by counting back in 10s and 1s

find small differences either side of a multiple of 10

measure capacity in litres and in multiples of 100ml

Use doubles and number bonds to add three 1-digit number

understand subtraction as difference and find this by counting up;

add and subtract 1 digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s,

Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units;

weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity

Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice;

begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); spot patterns and make predictions when finding a third of numbers

Learning about topic of Our School Building Vocabulary-What's in your pencil case? What's in the PE lesson in French (building on body parts and instructions learned

last term) Asking and answering simple questions Revise introducing ourselves.

Reading with

Mrs Payne

Numeracy with

Georgia

Cooking with Dawn and Carol Local historian

-digit numbers on 0-100 landmarked lines

Performance poetry

Debating linked to citizenship and the General election Putting their point of view across clearly/asking questions/ clarifying what another speaker means/listening. learning to listen and accept differences but able to put own point

Football training with Robert Kwik cricket with Matthew Skipping with Chris Corcoran Yoga with Debbie

Hannah Middleton Fish Club and assemblies Jonathan Mason minister visits and assemblies

PShe-Moving on/Changes

Hold a class election.

OUTDOOR LEARNING

Local habitat survey

Invertebrate hunt

Investigating school environment

Identifying trees at school

Growing flowers and beans

Eid 25th June-exploring different cultures, religions and traditions

British politics and values General election Citizenship-focus on election. Look at policies of different parties/What are they promising? Children try to think who they might support and on what basis.

Romans-Y ear 2

Number - number and place value KS1 · m32 count in steps of 2, 3, and 5 from 0, and in

tens from any number, forward and backward · m33 recognise the place value of each digit in a two-digit number (tens, ones) · m34 identify, represent and estimate numbers

- using different representations, including the number line
- m35 compare and order numbers from 0 up to 100; use <, > and = signs · m36 read and write numbers to at least 100 in
- numerals and in words · m37 use place value and number facts to solve problems.

Number - addition and subtraction K51

- · m38 solve problems with addition and subtraction: · m40 applying their increasing knowledge of mental and written methods
- · m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- m42 add and subtract numbers using concrete objects, pictorial representations, and mentally.
- including: · m43 a two-digit number and ones
- · m44 a two-digit number and tens • m45 two two-digit numbers m46 adding three one-digit numbers

Number - multiplication and division KS1

- m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- · m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x). division (÷) and equals (=) signs

Number - fractions KS1

· m53 recognise, find, name and write fractions, and of a length, shape, set of objects or quantity

Measurement KS1

 m55 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

· m56 compare and order lengths, mass, volume/capacity and record the results using >, <

· m57 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular

· m58 find different combinations of coins that equal the same amounts of money · m60 compare and sequence intervals of time

· m61 tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Geometry - properties of shapes KS1 • m63 identify and describe the properties of 2-D shapes, including the number of sides and line

- symmetry in a vertical line • m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and
- m65 identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a
- triangle on a pyramid] • m66 compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction KS1 · m67 order and arrange combinations of mathematical objects in patterns and sequences

Geometry - properties of shapes KS1 · m74 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in

- different orientations and describe them • m75 recognise angles as a property of shape or a description of a turn · m76 identify right angles, recognise that two
- right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

· col I know that an algorithm is an instruction in a

- co2 I know that programs control digital toys · co3 I know that programmable toys can only understand the program language and can only do
- what the programs tells them to do • co4 I can write a simple computer program • co5 I can find and correct a problem in my
- · co6 I can predict what will happen by 'reading' a
- · co7 I can use a variety of technologies to create and save my work • co8 I can manipulate text and pictures
- co9 I can find and retrieve my work or information that I need · co10 I can talk about how information technology
- is used at home, in shops and in other places (mobile phones, internet etc) · coll I know how to use equipment safely and

anything when I am using the internet

respectfully · co12 I understand what 'personal information' is and why it must be kept private · co13 I know what to do if I am worried about

COMMUNICATION AND LANGUAGE

General Election

focus

Who are the main

British parties

What are

their

policies?

Holding debates

- · sl1 listen and respond appropriately to adults and their peers
- · s12 ask relevant questions to extend their understanding and knowledge
- · sl4 articulate and justify answers, arguments and opinions
- · sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments · sl8 speak audibly and fluently with an increasing command of Standard English
- · sl9 participate in discussions, presentations, performances, role play, improvisations and debates · sl10 gain, maintain and monitor the interest of the listener(s) • sl11 consider and evaluate different viewpoints,
- attending to and building on the contributions of • sl12 select and use appropriate registers for
- effective communication.

PHYSICAL EDUCATION

- pel I can run safely, controlling my speed and
- equipment in different ways (hitting, kicking,
- pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules • pe2.1 I can think of simple tactics to help attack or defend in a team game

- direction • pe1.2 I can send and receive a ball or other
- throwing, striking)



- programme of study content:
- sc3 observing closely, using simple equipment
- sc6 using their observations and ideas to suggest answers to questions
- have never been alive
- 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
- animals in their habitats, including micro-habitats sc23 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.

Plants KS1

- sc24 observe and describe how seeds and bulbs
- Location knowledge KS1

EXPRESSIVE ARTS AND DESIGN

- ad1 I can use different materials to design and make things • ad2 I can use drawing to share my ideas.
- ad6 I can use line shape form and space in my ad7 I can tell you about famous artists,
- · ad8 I can talk about different ways of creating work and which ways I have tried and which I liked

- · mu2 I can repeat chants and rhymes with craft-makers and designers and who my favourite is and why I like his/her work · mu3 I can use my voice in different ways · mu5 I can play a tuned instrument in a piece if
- Make KS1 · dt6 I can use scissors for cutting and shaping · dt12 I can create or follow simple recipes
- Evaluate KS1

LITERACY

Romans-Year 2 - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically KS1 • sc1 During years 1 and 2. r

- sc1 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- sc2 asking simple questions and recognising that they can be answered in different ways
- sc3 observing closely, using simple equipment
- sc4 performing simple tests
- sc5 identifying and classifying
 sc6 using their observations and ideas to suggest answers to questions
- sc7 gathering and recording data to help in answering questions.

Living things and their habitats KS1

- sc20 explore and compare the differences between things that are living, dead, and things that have never been alive
- sc21 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.
- sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats
 sc23 describe how animals obtain their food from
- sc23 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.

Plants KS1

- sc24 observe and describe how seeds and bulbs grow into mature plants
- sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Location knowledge KS1

- ge1 name and locate the world's seven continents
 ge3 name and locate the four countries of the
 United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom

Human and physical geography KS1

- **ge10** identify seasonal weather patterns in the United Kingdom
- **ge12** identify the location of the Equator and the North and South Poles
- ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

$\textbf{Geographical skills and fieldwork} \ \mathsf{KS1}$

- ge16 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ge17 use simple compass directions (North, South, Fast and West)
- ge21 use plan perspectives to recognise landmarks

- hi1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- hi2 They should know where the people and events they study fit within a chronological framework
 hi3 They should identify similarities and differences
- between ways of life in different periods.hi4 They should use a wide vocabulary of everyday
- historical terms.hi5 They should ask and answer questions

hi6 They should choose and use parts of stories

- and other sources to show that they know and understand key features of events.
- hi7 They should understand some of the ways in which we find out about the past
- hi8 and identify different ways in which it is represented.

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- m32 count in steps of 2, 3, and 5 from 0, and in
- tens from any number, forward and backward
 m33 recognise the place value of each digit in a
 two-digit number (tens, ones)
- m34 identify, represent and estimate numbers using different representations, including the number line
 m35 compare and order numbers from 0 up to 100; use <, > and = signs
- m36 read and write numbers to at least 100 in numerals and in words
- m37 use place value and number facts to solve problems.

Number - addition and subtraction KS1

- m38 solve problems with addition and subtraction:
 m40 applying their increasing knowledge of mental and written methods
- m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to
- m42 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- m43 a two-digit number and ones
- m44 a two-digit number and tens
- m45 two two-digit numbers
- m46 adding three one-digit numbers

Number - multiplication and division KS1

m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
 m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×),

Number - fractions KS1

division (÷) and equals (=) signs

m53 recognise, find, name and write fractions, ,
 and of a length, shape, set of objects or quantity

Measurement KS1

- m55 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
 m56 compare and order lengths, mass,
- m56 compare and order lengths, mass,
 volume/capacity and record the results using >, < and
 =
- m57 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular
- m58 find different combinations of coins that equal
- the same amounts of money
 m60 compare and sequence intervals of time
- m61 tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Geometry - properties of shapes KS1

- m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and
- m65 identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- **m66** compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction KS1

 m67 order and arrange combinations of mathematical objects in patterns and sequences

Geometry - properties of shapes KS1

modelling materials; recognise 3-D shapes in different orientations and describe them
• m75 recognise angles as a property of shape or a

m74 draw 2-D shapes and make 3-D shapes using

description of a turn
m76 identify right angles, recognise that two right angles make a half-turn, three make three quarters of

a turn and four a complete turn; identify whether

PHYSICAL EDUCATION

KS1

- pe1 master basic movements including running
 pe1.2 master basic movements including throwing
- and catchingpe2 participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

(\$1

 ad1 to use a range of materials creatively to design and make products

EXPRESSIVE ARTS AND DESIGN

- ad2 to use drawing to develop and share their ideas, experiences and imagination
- ad6 to develop a wide range of art and design techniques in using line, shape, form and space
 ad7 about the work of a range of artists, craft makers and designers.
- ad8 about the differences and similarities between different practices and disciplines, and making links to their own work.

Make KS1

- dt6 select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- dt12 select from and use a wide range of materials and components, including ingredients

Evaluate KS1

• dt14 explore a range of existing products

(S1

- mu1 use their voices expressively by singing songs
 mu2 use their voices expressively by speaking chants and rhymes
- mu3 use their voices creatively
- mu5 play tuned and untuned instruments musically
 mu7 listen with concentration and understanding to
- a range of high-quality recorded music
- mu8 listen with concentration and understanding to a range of music
- mu10 experiment with the inter-related dimensions of music.

Reading - word reading KS1

- e61 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- e62 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

LITERACY

- e63 read accurately words of two or more syllables
- that contain the same graphemes as above
 e64 read words containing common suffixes
- e65 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- e66 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- e67 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- **e68** re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension KS1

- e69 develop pleasure in reading, motivation to read,
- vocabulary and understanding by:
- e70 listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- e71 discussing the sequence of events in books
- and how items of information are related
 e72 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- e73 being introduced to non-fiction books that are structured in different ways
- e75 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- e76 discussing their favourite words and phrases
 e77 continuing to build up a repertoire of poems
 learnt by heart, appreciating these and reciting some,
- clear
 e80 checking that the text makes sense to them as they read and correcting inaccurate reading

with appropriate intonation to make the meaning

- e81 making inferences on the basis of what is being said and done
- e82 answering and asking questions
 e83 predicting what might happen on the basis of
- what has been read so far

 e84 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and
- e85 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription - Spelling KS1

- e86 segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- e87 learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- e88 learning to spell common exception words
 e89 learning to spell more words with contracted forms
- e90 learning the possessive apostrophe (singular)
 [for example, the girl's book]
 e92 add suffixes to spell longer words, including
- -ment, -ness, -ful, -less, -ly
 e93 apply spelling rules and guidance, as listed in English Appendix 1
- e94 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so

Writing - handwriting KS1

- e95 form lower-case letters of the correct size relative to one another
- e96 start using some of the diagonal and horizontal

• sl1 listen and respond appropriately to adults and their peers

COMMUNICATION AND LANGUAGE

- sl2 ask relevant questions to extend their understanding and knowledge
- sl4 articulate and justify answers, arguments and
- opinions

 sl6 maintain attention and participate actively in
- collaborative conversations, staying on topic and initiating and responding to comments
- sl8 speak audibly and fluently with an increasing command of Standard English
- sl9 participate in discussions, presentations, performances, role play, improvisations and debates
 sl10 gain, maintain and monitor the interest of the
- listener(s)
 sl11 consider and evaluate different viewpoints, attending to and building on the contributions of
- sl12 select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

KS1 • na12 Listen and respond in group discussions

PSED Preparing to play an active role as citizens

- pa12 Listen and respond in group discussions.
 pa13 Express own views with increasing
- confidence.pa14 Participate in a simple debate about school
- pa18 Beginning to understand that they have more responsibilities to meet the needs of living things.
 pa19 Begin to understand what harms their local, natural and built environments.
- PSED Developing confidence and responsibility and making the most of their abilities KS1
 pc22 Share their opinions on things that matter to them
- PSED Developing good relationships and respecting the differences between people KS1
 pr21 Identify and respect the differences and similarities between people.
- pr23 Consider social and moral dilemmas that they come across every day.

Learning About Religion KS1

- ra14 Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- ra15 Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.

