



	Autumn		Spring		Summer	
Creative Topic	<i>What does it mean to persevere?</i>	<i>Would we survive the life of a pirate?</i>	<i>Who rules our Land?</i>	<i>Where shall I build my castle?</i>	<i>How has Butlins helped to make Bognor Regis the seaside town it is today?</i>	<i>Why are bees important?</i>
English Genres	Letter writing – linked to the Day the Crayons Quit Rainbow Fish – Re-telling of the story Information book about Rosa Parks Texts: The Day the Crayons Quit The Rainbow Fish Rosa Parks: Little People; Big Ideas	Pirate story – based on Pirate Pete story Recipe – Hardtack biscuits Non –fiction writing about pirates – key crew members Texts: Pirate Pete and His Smelly feet Finding Out! – Pirates Hard tack Biscuit Recipes Non fiction – Pirates in History	Non-fiction Fact File about London Letters to the Queen Poetry – The Sound Collector (London) Texts A Walk in London The Queen – Booklet Katie in London	Arundel Castle – recount The Kiss The Missed – Fiction The Journey of the Kiss Non fiction writing – labelling parts of a castle (mini books) Texts: The Kiss that Missed Non – Fiction Castles	Non fiction about Billy Butlin Narrative Texts: Billy Butlin fact files (self-created) The sandcastle by M.P Robertson	Recount – West Dean Gardens Bee – Non fiction facts (mini books) Honey Biscuit recipes Texts: When the Bees Buzzed Off We’re Going on A Bear Hunt – Let’s Look for Bugs Honey Biscuit Recipes Katie and the Sunflowers
Maths	Number and Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers	Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and	Number and Place Value <i>A recap of objectives from Autumn 1</i> 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 Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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.	Statistics <i>Continued from Spring 1</i> Measurement – 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 Measurement – Length, Mass, Capacity 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 Compare and order lengths, mass, volume/capacity and record the	Geometry – Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 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] Compare and sort common 2-D and 3-D shapes and everyday objects. Addition and Subtraction – Using and Applying Focus Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures	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 Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Measurement – Length, Mass, Capacity – Problem Solving Focus 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 Compare and order lengths, mass, volume/capacity and record the results using >, < and = Geometry – Right Angles



	<p>using concrete objects, pictorial representations, and mentally, including: 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. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</p>	<p>sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Measurement – Time Compare and sequence intervals of time 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 Know the number of minutes in an hour and the number of hours in a day</p>		<p>results using >, < and =</p>	<p>applying their increasing knowledge of mental and written methods Multiplication and Division Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 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>Science</p>	<p>Living Things and Their Habitats: Pupils will explore and compare the difference between things that are living, dead and things that have never been alive. Pupils will also identify that most living things live in habitats to which they are suited and how the habitat provides the animal with its basic needs. Pupils will also begin to explore basic food chains.</p>	<p>Use of Everyday Materials: Pupils will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock paper and cardboard for particular purposes. Pupils will investigate the suitability of different materials. In addition to this, pupils will explore how the shape of materials can be changed.</p>		<p>Animals Including Humans: Pupils will be taught that animals, including humans, have offspring which grow into adults. In addition to this, pupils will investigate the impact of exercise on their bodies and the benefits of a balanced diet and the importance of hygiene.</p>	<p>Plants: Pupils will make careful observations and describe how seeds and bulbs grow into mature plants. They will explore how plants need water, light and a suitable temperature to grow in</p>	
<p>Computing</p>	<p>E-safety (Privacy and Security) To know the difference between shareable and personal information. To understand the risk in sharing personal information. To explain how passwords keep information private. To know different devices that connect to the internet.</p>	<p>Information technology To go on a learning walk to spot technology Survey adults about what they use technology for To understand how to load and find a file on a computer</p>	<p>Coding (See PSHE for unit 2 of E-safety) To know that an algorithm is a set of specific instructions To be able to create a set of instructions for movement and sound To plan a project using a list algorithm To experiment with the different functions of the blocks To be able to add new sprites and backdrops To know how to use ask and say blocks To debug errors using their plan</p>	<p>Information Technology: To know how to open Word on the computer To know how to name a document To navigate the Network to save a document</p>	<p>Coding: To improve previous Scratch creations by adding speech bubbles. Pupils will also deepen their understanding of how to change the background to their Sprite.</p>	



<p>History</p>	<p>Pupils will continue to deepen their understanding of significant people by learning about individuals from the past who have contributed to international achievements.</p> <p>Pupils will learn about key activist: Rosa Parks and then study the life of Louis Braille (short topic focus) and consider how these significant people showed perseverance</p> <p>Pupils will then hold their own Achievement Ceremony.</p>	<p>Look briefly at pirates in history and famous pirates from the past – links to Guided Reading non fiction text. (Geography focus this half term)</p>	<p>Pupils will further explore changes in living memory by research and learning about the duration of Queen Elizabeth’s II reign. They we learn about her family tree and places of residence</p>	<p>Pupils will use their visit to Arundel Castle to learn about the history of the castle (Geography focus this half term)</p>	<p>Pupils will build on their historical knowledge of their locality. They will explore the History of Butlins and a significant Historical figure from Bognor Regis (Billy Butlin)</p>	<p>Geography focus this half term</p>
<p>Geography</p>	<p>History focus this half term.</p>	<p>In deepening their understanding of the local area pupils will have to solve weekly problems from Pirate Pearl!</p> <p>Pupils will classify human and physical features of the school grounds before exploring the local community in preparation for a visit from some ‘pesky pirates.’</p> <p>In further deepening their understanding of the world and continents from Year 1, pupils will have to piece Pirate Pearl’s maps back together.</p>	<p>Identify human features of out capital city and identify London as the capital of England (where the Queen’s man residence is) (History focus this half term)</p>	<p>Pupils will deepening their understanding of the four countries and the capital cities that make up the United Kingdom.</p> <p>They will be able to find these places on maps</p> <p>In their final challenge pupils will have to decide where they would build a castle and justify their reasons.</p>	<p>Recap on previous work on where we live – UK, England, West Sussex, Bognor Regis. The children will look at some of the features of Bognor and why Bultins is located where it is. (History focus this half term)</p>	<p>Pupils will focus on where our water comes from, before identifying where the largest rivers in the world can be located.</p> <p>In deepening their understanding of human and physical features pupils will visit the River Lavant and the tributaries to the streams within West Dean Gardens where they will carry out geographical fieldwork.</p>
<p>RE</p>	<p>Who made the world? Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</p>	<p>Why does Christmas matter to Christians? Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of Incarnation. Pupils are able to discuss the idea of Jesus being extraordinary and can make connections to the ‘Big Story’. They can explore why Jesus being born in a stable is significant for Christians.</p>	<p>What is the good news Jesus brings? Pupils are able to discuss the idea of what is good about the about forgiveness and can make connections to the ‘Big Story’. They can explore why a belief in forgiveness can lead to peace.</p>	<p>Why does Easter matter to Christians? They can explore why Jesus dying and then rising to life is significant for Christians. They can give their views on why it is important to forgive.</p>	<p>Why is the Torah such a Joy for the Jewish community? Pupils will recognise a Torah scroll and talk about religious art showing a scroll. Use correct words to describe things that are special at Simchat Torah Tell parts of the story of Moses and say some things Jewish people believe about him Talk about how Christians, Jews and Muslims all tell stories of Moses Talk about some things in the Moses stories that make me and my class ask questions Ask with respect what others think makes a good leader</p>	<p>Why do Jewish families talk about repentance at New Year? Pupils will talk about times when they have done things wrong or need to say sorry. They will discuss what is important to them and others. Pupils will recognise some symbols / pictures on Rosh Hashanah cards and talk about what they see and remember about the story of Jonah.</p>



<p>Art/DT</p>	<p>Art Focus - Pupils will experiment with using chalk pastels and water colours in creating their own landscape in the style of David Hockney. Children to create a combined piece of art in the style of David Hockney working as a group to create large scale art.</p> <p>After exploring their own interpretations, pupils will work collaboratively to create a whole mural.</p>	<p>Art focus – to create textured seascape collage using a variety of media by folding, crumpling and tearing.</p>	<p>DT Focus - The children will learn simple stitching, attaching skills to make a flag to add to a whole class collection of bunting.</p>	<p>DT Focus - pupils will explore the use of mechanisms in creating their own draw bridge.</p>	<p>DT Focus - The children will plan, design and create their own moving pictures linked to work done on seascapes. They will use a range of joining and moving parts. They will then evaluate their work and that of others</p> <p>Their work will be shared and evaluated by younger children.</p>	<p>Art Focus – The children will study the artist Georgia O’Keefe evaluating her work and then using it as inspiration for their own piece of art. The children will explore sketching skills including hatching, cross hatching, shading, stippling etc and then watercolour exploration. Combining these skills the children will then complete their art work in the style of Geogie O’Keefe</p>
	<p>Hands, feet, heart Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music.</p>	<p>Ho ho ho Listen and Appraise the Ho Ho Ho a Christmas Song.</p>	<p>I wanna play in a band Listen and Appraise the I Wanna Play In A Band a Rock song for children.</p>	<p>Zootime Listen and Appraise Zootime a Reggae song for children and other Reggae songs.</p>	<p>Friendship song Listen and Appraise the Friendship Song and other songs about friendship.</p>	<p>Relax, rewind and replay This Unit of work consolidates the learning that has taken place during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>PE</p>	<p>Gymnastics Core Skills/Gross Motor Skills</p>	<p>Gymnastics Ball skills (Netball focus)</p>	<p>Dance Ball skills (Football focus)</p>	<p>Hockey Indoor Athletics</p>	<p>Inclusion (short unit) Rounders/Athletics</p>	<p>Tennis Athletics</p>
<p>PSHE</p>	<p>Rights and Responsibilities: Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values.</p> <p>Pupils will also know how to deal with worries that they have at school and how to find solutions to these.</p> <p>As part of their e-safety work, pupils will learn about privacy and security.</p>	<p>Feelings and Emotions: In deepening their understanding of feelings and emotions, pupils will explore positive and negative behaviours and how this impacts on others.</p>	<p>Keeping Safe: During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children’s Mental Health Week.</p> <p>As part of their keeping safe work, pupils will further explore healthy online relationships.</p>	<p>SRE: In Sex Relation Education, pupils will learn about the differences between male and female babies. Pupils will also learn about the NSPCC pants rule and when not to keep a secret.</p>	<p>Rights and responsibilities: As part of the pupils learning about rights and responsibilities, pupils will celebrate other cultures completing the module Everyone is Unique.</p> <p>As part of their e-safety work, pupils will learn about the importance of an online reputation.</p>	<p>Environment: As part of their BIG question, pupils will complete their Courageous Advocacy work by designing and creating their own insect hotels and small world gardens.</p>
<p>Trips/ Visitors</p>	<p>The crayons from the story will leave the children letters saying they are unhappy and want to ‘quit’.</p>	<p>Pearl the Pirate will visit and set the children challenges such as – how to make Hardtake biscuits and finding out about the ship’s crew.</p>		<p>In deepening pupils’ understanding of castles, they will visit Arundel Castle.</p>	<p>Pupils will visit Butlins resort to deepen their understanding of the significance of the resort in the development of Bognor Regis.</p>	<p>Pupils will deepen their understanding of plants, growing and river by visiting West Dean Gardens.</p> <p>We will have a beekeeper to visit to launch the topic this half term</p> <p>The children will be part of a ‘courageous advocacy’ project where they will strive to improve their immediate environments and</p>



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