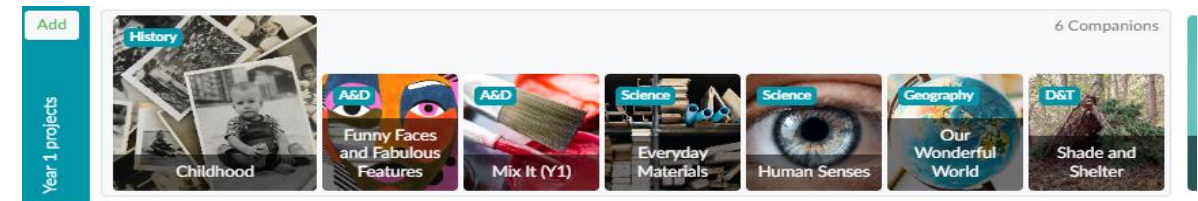




# St Jude's C of E Infant School

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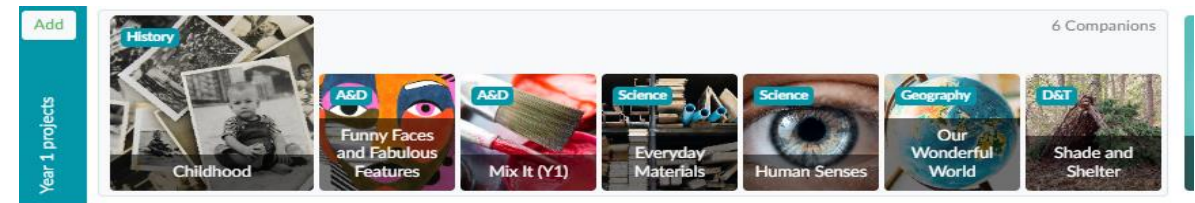


		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
		Engage	Develop							Innovate			Express		
		Children to bring in a memory box from their childhood along with a photo of them as a baby.								To create a childhood knowledge organiser to help others to learn about our topic.					
English	Year 1	The Odd Egg (sentence construction)		Super Milly and the Super School Day Fiction		Non-Fiction			Astro Girl		Cave Baby Fiction		Billy and the Beast Fiction		
	Year 2	The Odd Egg (sentence construction)		Wolves Non-fiction		Goldilocks – 3 versions Fiction			Jim and the Beanstalk Fiction				Toys in Space Fiction		
Maths	Year 1	Place Value (within 10)				Addition and Subtraction						Geometry		Consolidation	
Maths	Year 2	Place Value (within 20)			Addition and Subtraction (within 20)			Place Value (within 100)				Shape		Consolidation	
History		Memorable experience TOY WORKSHOP MON 8th SEP  <div>Y1</div> Use a range of historical artefacts to find out about the past.  <div>Y2</div> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	<div>Lesson 1 - stages of human life</div> <div>Y1</div> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).  <div>Y2</div> Use the historical terms year, decade and century.  <div>Enquiry question</div> Why are 'time' words important?	<div>Lesson 2 – timelines</div> <div>Y1</div> Order information on a timeline.  <div>Y2</div> Sequence significant information in chronological order.  Describe an aspect of everyday life within living memory.  <div>Enquiry question</div> Why is a timeline useful?	<div>Lesson 3 family trees /timelines</div> <div>Y1</div> Order information on a timeline.  <div>Y2</div> Sequence significant information in chronological order.  <div>Enquiry question</div> How can we show whether something happened a long time ago?	<div>Lesson 4 – exploring artefacts</div> <div>Y1</div> Use a range of historical artefacts to find out about the past.  <div>Y2</div> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.  <div>Enquiry question</div> Are artefacts impoartant?	<div>Lesson5 – how long ago was the 1950s?</div> <div>Y1</div> Order information on a timeline.  <div>Y2</div> Sequence significant information in chronological order.  <div>Enquiry question</div> How long ago was the 1950s?	<div>Lesson 6 childhood in the 1950s</div> <div>Y1</div> Describe an aspect of everyday life within living memory.  <div>Y2</div> Compare things from different time periods suggesting similarities and differences.  <div>Enquiry question</div> Has life changed for children since the 1950s?	<div>Lesson 7 everyday life in the 1950s Shopping, entertainment</div> <div>Yr1/2</div> Describe an aspect of everyday life within living memory.  <div>Y1</div> Express an opinion about a historical source. <div>Y2</div> Use historical sources to begin to identify own viewpoint.  <div>Enquiry question</div> Has life changed for children since the 1950s?	<div>Lesson 8 everyday life in the 1950s – homes, jobs and transport</div> <div>Yr1/2</div> Describe an aspect of everyday life within or beyond living memory.  <div>Y1</div> Express an opinion about a historical source. <div>Y2</div> Use historical sources to begin to identify own viewpoint.  <div>Enquiry question</div> Would you prefer to live in the 1950s or now? Why?	<div>Lesson 9– significant events - coronation</div> <div>Y1</div> Describe a significant historical event in British history.  <div>Y2</div> Describe and explain the importance of a significant individual's achievements on British history.  <div>Enquiry question</div> Why is a Coronation so special?	<div>Lesson 10 – express</div> Was it better now or in the 1950s?  <div>Yr1/2</div> Identify similarities and differences between ways of life within or beyond living memory.  <div>Enquiry question</div> Was it better now or in the 1950s?			



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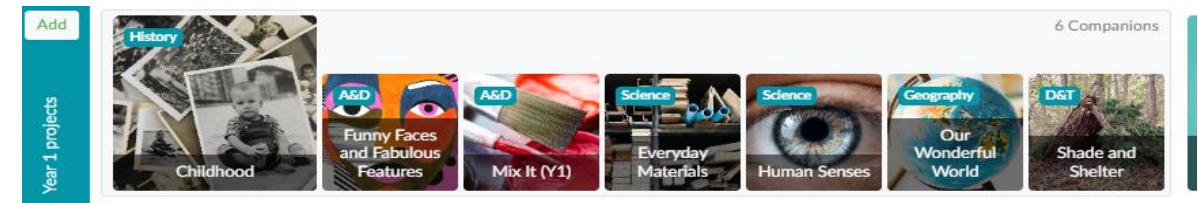


Geography	<p>LO: Y1: To name and describe human and physical features.</p> <p>Y2: To name and describe the purpose of human features and the location, size and position of physical features.</p>	<p>LO: Y1: To draw a simple picture map.</p> <p>Y2: To read a range of simple maps that use symbols and a key.</p>	<p>LO: Y1: to use simple directional and positional language to give directions</p> <p>Y2: Use simple compass directions to describe the location of features or a route on a map.</p>	<p>LO: Y1: Name and locate the world's seven continents and five oceans on a world map.</p> <p>Y2: Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe</p>	<p>LO: Y1: Locate hot and cold areas of the world in relation to the equator.</p> <p>Y2: Locate the equator and the North and South Poles and compare an area of the UK and a contrasting non-European country.</p>	<p>LO: Y1: Name and locate the four countries of the UK and their capital cities on a map</p> <p>Y2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>LO: Identify features and landmarks on an aerial photograph</p>	<p>LO: Carry out fieldwork tasks to identify characteristics of the local area.</p>	<p>LO: Y1: Use simple data to describe the local area</p> <p>Y2: Ask and answer simple geographical questions through observation and simple data collection</p>					
Science	<p><b>Everyday materials</b></p> <p>Y1 Talk about what they have done and say, with help, what they think they have found out. Y2 Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p> <p>(K) A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</p> <p>(S) Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p>	<p>(Engage Lesson 1)</p> <p>Y1 With support, use simple equipment to measure and make observations. Y1 Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. Y2 Identify and describe the simple physical properties of a variety of everyday materials.</p> <p>(K) People make new materials from natural materials. These materials are called human-made materials. Examples of human-made materials include glass, paper, plastic, brick, metal alloys, synthetic fabrics and concrete. Human-made materials look and feel different to the natural materials they are made from.</p> <p>(S) Ask simple scientific questions.</p>	<p>(Engage Lesson 2)</p> <p>Y1 Ask simple scientific questions. Y1 Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. Y2 Ask and answer scientific questions about the world around them.</p> <p>(K) Objects, materials and living things can be looked at and compared.</p> <p>(S) With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).</p>	<p>Develop 1</p> <p>Y1 Compare and group materials in a variety of ways, such as based on their physical properties; being natural or human-made and being recyclable or non-recyclable. Y1 Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof. Y2 Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>(K) Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid;</p>	<p>Develop 2 and Develop 3</p> <p>(K) Data can be recorded and displayed in different ways, including tables, pictograms and drawings.</p> <p>(S) With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).</p> <p>(K) The properties of a material determine its uses. For example, a transparent and waterproof material could be used for a windowpane.</p> <p>(K) With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p>	<p>Innovate</p> <p>(K) Simple tests can be carried out by following a set of instructions.</p> <p>(S) With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p>	<p>Express</p> <p>Everyday materials assessment.</p>	<p>Engage 1 and 2</p> <p>HUMAN SENSES</p> <p>Yr 1 Draw and label the main parts of the human body and link with senses.</p> <p>Yr 2 Describe stages of human life</p> <p>Yr 1 Observe and sort based on features.</p> <p>Yr 2 Observe and sort based on features and explain their reasoning.</p>	<p>Engage 3</p> <p>Yr 1 With support, gather and record simple data in different ways.</p> <p>Yr 2</p> <p>Use a range of methods to gather and record data with increasing accuracy.</p>	<p>Develop 1</p> <p>Y1 Talk about what they have done and say, with help, what they think they have found out.</p> <p>A</p> <p>Y1 Draw and label the main parts of the human body and say which body part is associated with which sense.</p> <p>Y2 Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p>	<p>Develop 2</p> <p>Y1 Talk about what they have done and say, with help, what they think they have found out. A</p> <p>Y1 Describe ways to stay safe in some familiar situations. Y2 Describe what humans need to survive.</p>	<p>Develop 3</p> <p>Y1 Ask simple scientific questions. Y2 Ask and answer scientific questions about the world around them</p>	<p>Develop 4</p> <p>With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</p> <p>Y2 Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p>	



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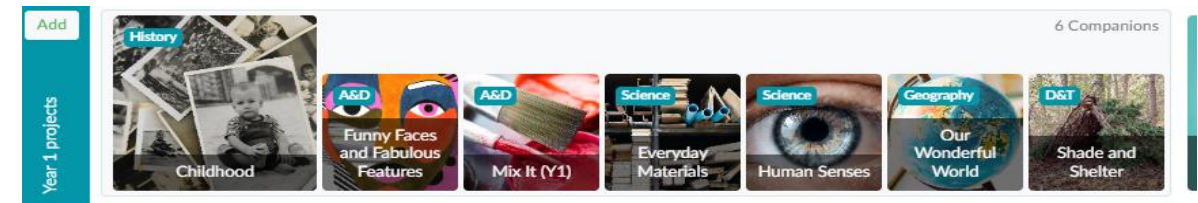
				waterproof or not waterproof.  (S) Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.									
Art	Mix it 1 Engage  (K) Primary colours cannot be mixed from any other colours. The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.  (S) Identify and use paints in the primary colours.	Develop 1 – The colour wheel  (K) The colour wheel is a diagram that organises colours and shows their relationships.  (S) Identify and use paints in the primary colours.	Develop 2 – Same or Different?  (K) Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.  (S) Identify similarities and differences between two or more pieces of art.	Develop 3 – Colour Carousel  (K) Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.  (S) Make simple prints and patterns using a range of liquids including ink and paint.	Innovate – Colour Challenge  (K) The primary colours are red, yellow and blue.  (S) Identify and use paints in the primary colours.								Christmas decorations and cards - design
Design and Technology						Shelter and Shade – Engage  (K) A shelter is a structure designed to give protection from weather or danger. A bus shelter, office block, garage, carport, tent, bird table, shed, conservatory, house, kennel and caravan are all examples of shelters. A shelter can be permanent, like a house or garage, or temporary, like a tent or gazebo.	Develop 1  (K) A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.  (S) Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.	Develop 2  (K) Design criteria are the explicit goals that a project must achieve.  (S) Create a design to meet simple design criteria.	Develop 3  (K) Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it	Innovate  (K) A play den is a shelter, usually built outside. It is a temporary structure made from found or readily available materials. It can be used for imaginative play or to provide protection from the weather.  (S) Create a design to meet simple design criteria. View progression	Innovate  (K) Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.  Different materials can be	Express  (K) A strength is a good quality of a piece of work. A weakness is an area that could be improved.  (S) Talk about their own and each other's work, identifying strengths or weaknesses and offering support.	





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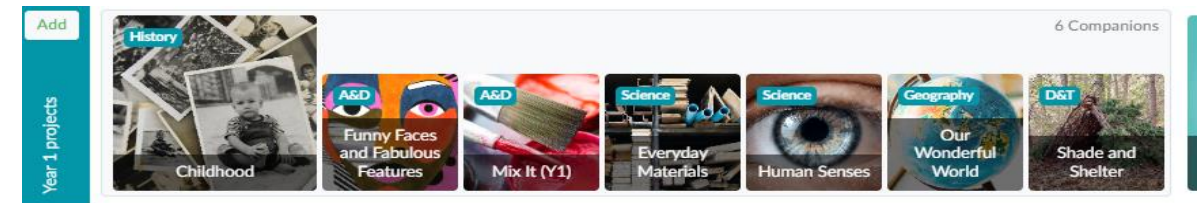


						(S) Name and explore a range of everyday products and describe how they are used. Describe the similarities and differences between two products.			is suitable to be used for windows. A structure should have strong, sturdy supports that are joined so that they do not move. The roof and walls should have a covering for protection against the weather, and there should be an entry point.  (S) Construct simple structures, models or other products using a range of materials. View progression  Select and use a range of materials, beginning to explain their choices.	Select and use a range of materials, beginning to explain their choices.	used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.  (S) Follow the rules to keep safe during a practical task. View progression  Construct simple structures, models or other products using a range of materials		
R.E	Christianity - Why do Christians call God 'creator'? - I wonder what makes a book special?	Session 2 - I wonder why God gave in creation*?	Session 3 - I wonder how God continues to give?	Session 4: I wonder how Christians can share God's creation? I wonder what you are thankful for?	Session 5: How does Harvest time help people to be thankful?	Session 6: I wonder how you think the Creation account makes Christians feel about the world?	Christianity - What is the 'Nativity' and why is it important to Christians? Session 1: Who's in your family? How are you like each other? How is our school like a family? (look at family/class photos)	Session 2: What is the Nativity? (Story, picture, figures etc.) Who is Baby Jesus? Who is in his family?	Session 3: Why did angels announce the birth of Jesus?	Session 4: Who visited Baby Jesus? Are these important people too?	Session 5: Is Christmas the same around the world? What about The Nativity?	Session 6: Who are the important people in the Nativity story to me?	
Music		Charanga Hey You! Step 1		Charanga Hey You! Step 2		Charanga Hey You! Step 3		Charanga Hey You! Step 4 Nativity		Charanga Hey You! Step 5 Nativity		Charanga Hey You! Step 6 Nativity	
Computing	Yr 1 - Logging onto Purple Mash (1 lesson) Yr 2 - Numbots log on and Purple Mash	Online Safety 1.1 (4 lessons)				Online Safety 2.2 (3 lessons)			Animated Stories 1.6 (5 lessons)				
PSHE - Jigsaw	Being me in my world - Special and safe	Being me in my world - My Class I understand the rights and	Being me in my world - Rights and Responsibilities	Being me in my world - Rewards and feeling proud	Being me in my world - Consequences I can recognise the choices I	Being me in my world - Owning our Learning charter	Celebrating difference - The same as...	Celebrating difference - Different from...	Celebrating difference - What is bullying? I can tell you what bullying is.	Celebrating difference - What do I do about bullying?	Celebrating difference - Making new friends	Celebrating difference - Celebrating difference; celebrating me	



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	I know how to use my Jigsaw Journal.	responsibilities as a member of my class.	I understand the rights and responsibilities for being a member of my class.	I know my views are valued and can contribute to the Learning Charter.	make and understand the consequences.	I understand my rights and responsibilities within our Learning Charter.	I can identify similarities between people in my class.	between people in my class.		I know some people who I could talk to if I was feeling unhappy or being bullied.	I know how to make new friends.	I can tell you some ways I am different from my friends.	
PE - Get Set 4 PE	Yoga – To explore yoga and mindfulness.  Net and Wall - To defend space, using the ready position.	Yoga – To be able to copy and remember poses.  Net and Wall - To play against an opponent and keep the score.	Yoga – To develop flexibility when holding poses.  Net and Wall -To explore hitting with a racket.	Yoga – To develop balance whilst holding poses.  Net and Wall - To develop racket and ball skills.	Yoga – To create yoga poses using a hoop.  Net and Wall - To develop sending a ball using a racket.	Yoga – To create a yoga flow with a partner.  Net and Wall - To develop hitting over a net.	Dance – THEME: Weather To use counts of 8 to move in time and make my dance look interesting.  Ball Skills - To develop control and co-ordination when dribbling a ball with your hands.	Dance – THEME: Weather To explore pathways in my dance.  Ball Skills - To explore accuracy when rolling a ball.	Dance – THEME: Weather To create my own dance using, actions, pathways and counts.  Ball Skills -To explore throwing with accuracy towards a target.	Dance – THEME: Pirates To explore speeds and actions in our pirate inspired dance.  Ball Skills - To explore catching with two hands.	Dance – THEME: Pirates To copy, remember and repeat actions that represent the theme.  Ball Skills - To explore control and co-ordination when dribbling a ball with your feet.	Dance – THEME: Pirates To copy, repeat, create and perform actions that represent the theme.  Ball Skills - To explore tracking a ball that is coming towards me.	