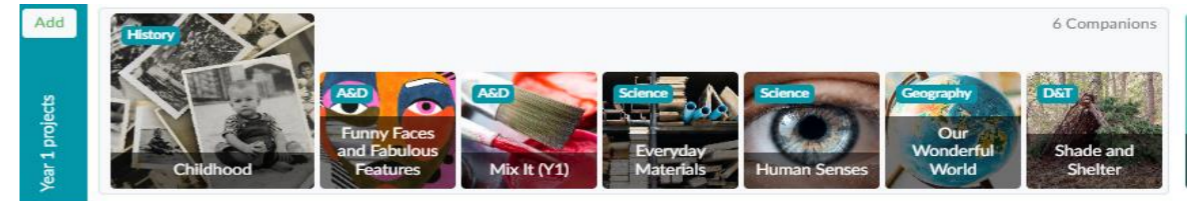




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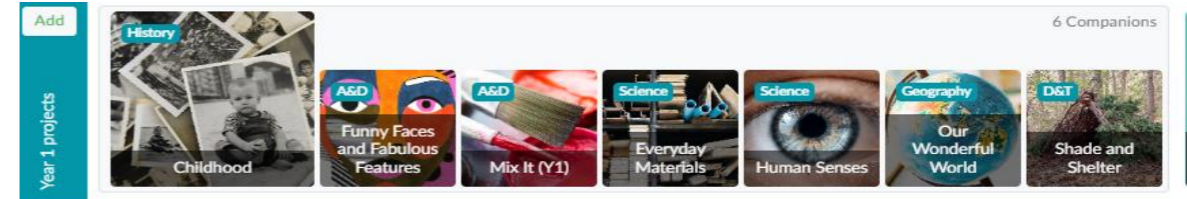


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
English Year 1	Unit 1 Dragon Post Non-fiction			Unit 2 The Comet Fiction			Unit 3 Yeti and the Bird Fiction			Unit 4 Julian is a Mermaid Poetry					
English Year 2	Unit 1 The Bear Under the Stairs Non-fiction			Unit 2 The Bear and the Piano Fiction			Unit 3 If All the World Were Poetry			Unit 4 A Walk in London Non-fiction					
Maths Year 1	Place value (within 20) Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less. The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20, Order numbers to 20			Addition and subtraction (within 20) Add by counting on within 20 Add ones using number bond Find and make number bonds to 20, Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems			Place Value within 50 Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less			Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres			Mass and Volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity		
Maths Year 2	Money Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence Choose notes and coins, Make the same amount Compare amounts of money Calculate with money Make a pound		Multiplication and division Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use array Make equal groups – grouping Make equal groups – sharing				The 2 times-table Divide by 2 Doubling and halving Odd and even numbers The 10 times-table Divide by 10 The 5 times-table Divide by 5			Length and Height Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights			Mass, capacity and temperature Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity		
Geography	Engage Lesson 2 – physical features of the UK Y1 Identify physical features Y2 To use basic geographical vocabulary to identify and describe physical features	Lesson 2 – Local Fieldwork Y1 / Y2 To carry out fieldwork to identify characteristics of the school grounds or locality Y1 to draw a simple picture map Y2 to draw a map with a key	Lesson 3 – Types of settlement Y1/ Y2 To identify the characteristics of the settlement type of a village, town or city.	Lesson 4 – touring London Y1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. Y2 Use simple compass directions to describe the location of features or a route on a map.	Lesson 5 – Characteristics of London Y1/Y2 To identify the characteristics of the city of London Yr 2 Describe the characteristics of a the city of London	Lesson 6 – identifying landmarks Y1/Y2 To name and describe Local and London landmarks.	Lesson 7 – Using aerial photographs Y1/Y2 To identify features and landmarks on an aerial photograph or plan perspective.	Lesson 8 - Compare another capital city Y1 Identify the similarities and differences between two places. Y2 Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Lesson 9 - Great Fire of London (History) Y1/Y2 To describe a significant historical event in British history	Lesson 10 – Great Fire of London(History) Y1 Order information on a timeline. Y2 Sequence significant information in chronological order.	Lesson 12 – Assessment Quiz				



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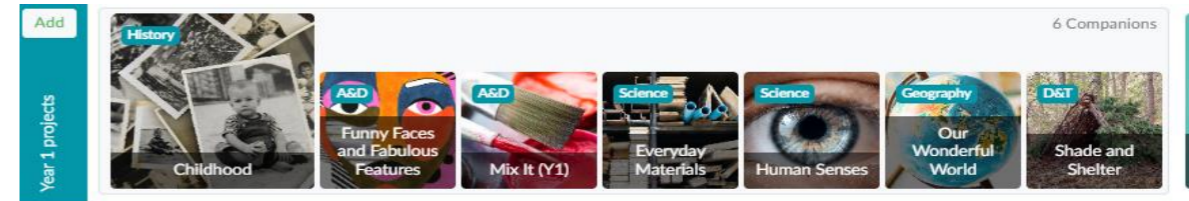


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Seasons Introductory knowledge and Engage L1</p> <p>Y1 Observe changes across the 4 seasons</p> <p>Yr 2 Describe typical UK seasonal weather patterns.</p> <p>K - There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p>	<p>Engage L2 Deciduous and evergreen</p> <p>.Yr 1 Identify, compare, group and sort, based on observable features.</p> <p>Yr 2 Identify, compare, group and sort, based on observable features including explaining their reasoning.</p> <p>K -Plants are living things. Trees that lose their leaves in the autumn are called deciduous trees. Trees that shed old leaves and grow new leaves all year round are called evergreen trees.</p>	<p>Engage L3 Seasonal changes in trees</p> <p>Y1 Describe, how plants change over time</p> <p>Yr 2 – Describe, how plants change over time.</p> <p>K – Deciduous trees change across the four seasons.</p>	<p>Engage L4 Seasonal changes in animals</p> <p>Y1 Describe, how animals change over time</p> <p>Yr 2 – Describe, how animals change over time.</p> <p>K – changes happen to animals across the four seasons.</p>	<p>Engage L5 What is the weather?</p> <p>Yr1/2 Observe and describe different types of weather.</p> <p>Yr 2 - Describe in simple terms how a physical process affected an area, place or human activity.</p> <p>K - Weather is a physical process. The weather can change daily and some weather types are more common in certain seasons,</p>	<p>Develop – L1 Day length</p> <p>Yr1/2 - Observe and describe how day length changes across the year.</p> <p>K - Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.</p> <p>NB: Staying Safe day covers Sun safety</p>	<p>Develop L3a Investigating – gather and record</p> <p>Yr 1 With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). Observe and describe different types of weather.</p> <p>Investigate weather using toys, models or simple equipment.</p> <p>Yr2 – Use a range of methods to gather and record simple data with some accuracy.</p> <p>K - Simple equipment can be used for measuring weather identifying wind direction and force with a windsock</p>	<p>Develop 3b Observations and patterns</p> <p>Yr 1 Use their observations and ideas to suggest answers to questions., with support.</p> <p>Yr 2 – begin to notice patterns and relationships in their data and use simple scientific language.</p>	<p>Develop L4a Investigating – gather and record</p> <p>Yr 1 With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). Observe and describe different types of weather.</p> <p>Investigate weather using toys, models or simple equipment.</p> <p>Yr2 – Use a range of methods to gather and record simple data with some accuracy.</p> <p>K - Temperature is the measure of how hot or cold something is. It is measured using a thermometer on many different scales, including degrees Celsius.</p>	<p>Develop 4b Observations and patterns</p> <p>Yr Use their observations and ideas to suggest answers to questions., with support. .</p> <p>Yr 2 – begin to notice patterns and relationships in their data and use simple scientific language.</p>	<p>Innovate Ask questions</p> <p>Yr 1- Ask simple scientific questions.</p> <p>Yr 1- Ask simple scientific questions and make predictions.</p>	<p>Assessment – core knowledge quiz</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<p>Rain and Sunrays Engage</p> <p>Yr1/2 Explore transient art and pattern work.</p> <p>(Use combination of human made and natural resources)</p> <p>K – Natural material can be used to make transitional art</p> <p>Transient art can be moved, changed and cleared away.</p>	<p>Develop 1</p> <p>Year 1 - Develop a range of art and design techniques to create pattern, shape and line</p> <p>Year 2 Develop a range of art and design techniques to create pattern, shape and line (including charcoal)</p> <p>K - Soft pencils create darker lines and are marked Hard pencils create lighter</p>	<p>Develop 2</p> <p>Year 1 - Identify and compare different textures</p> <p>Year 2 - Identify and compare different textures and describe similarities and differences.</p> <p>K - Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.</p>	<p>Develop 3</p> <p>Year 1 - Design and make art to express ideas. (Make simple prints and patterns using a range of liquids including ink and paint.)</p> <p>Year 2 - Select the best materials and techniques to develop an idea. - identify and compare different textures</p> <p>K - Collagraphy is a way of printing in</p>	<p>Innovate</p> <p>Yr 1 Make simple prints and patterns using a range of liquids including ink and paint.</p> <p>Yr 2 Use the properties of various materials to develop a block print.</p> <p>K - A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one</p>	<p>Innovate</p> <p>Yr 1 Make simple prints and patterns using a range of liquids including ink and paint.</p> <p>Yr 2 Use the properties of various materials to develop a block print.</p> <p>K – A print is a shape or pattern amade by pressing, folding or printmaking.</p>		<p>Funny faces</p> <p>Yr 1 Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features.</p> <p>Yr 2Represent the human form, including face and features, from observation, imagination or memory.</p> <p>K - A portrait is a drawing, photograph or</p>	<p>Develop 1</p> <p>Yr 1/2 Represent the human face, using collage using imagination with some attention to facial features.</p> <p>Yr 2 Represent the human face, using collage adding texture/embellishments</p> <p>K A collage is a picture or pattern made by sticking paper onto another surface.</p>	<p>Develop3</p> <p>Y1/ 2Identify similarities and differences between two or more pieces of art.</p> <p>K - Art on a similar theme can be different because of the colours or style the artist uses.</p>	<p>Innovate 1</p> <p>Yr 1 Design (plan) art to express ideas.</p> <p>Yr 2 Make decisions (plan) about materials and techniques to develop an idea.</p>	<p>Innovate 2</p> <p>Yr 1 Use textural materials, including paper and fabric, to create a simple collage.</p> <p>Yr 2 Select the best materials and techniques to develop an idea.</p> <p>K - Collages are made by sticking or joining one material to another.</p> <p>B</p>



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		K - Different types of line include zigzag, wavy, curved, thick and thin.			surface to another.			painting of a face. A self-portrait is a portrait that someone makes of themselves.				Observation means looking closely at something.	
Design and Technology						Taxi! Engage Year 1 – Explore and evaluate a range of existing products (Name and explore a range of everyday products and describe how they are used.) Year 2 - Explore and evaluate a range of existing products and explain how they could be improved. K - An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle.	Develop L1 Year 1 / 2– Explore and use mechanisms (wheels and axles) in their products. (Use wheels and axles to make a simple moving model.) K - An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels..	Develop L2 Year 1 - Explore and evaluate a range of existing products Year 2- Explore and evaluate a range of existing products and make conclusions about effectiveness. K - Axles and wheels can be attached to chassis in different ways: an axle fixed to a chassis has freely moving wheels, whereas a freely moving axle has fixed wheels.	Innovate L1 Year 1 - Create a design to meet simple design criteria. Year 2 – Design a purposeful and functional product. K - Design criteria are the explicit goals that a project must achieve.	Innovate L2 Year 1/2 - Use wheels and axles to make a simple moving model. K - An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.	Innovate 2 Year 1/2 - Use wheels and axles to make a simple moving model.	Innovate L2 Year 1/2 - Use wheels and axles to make a simple moving model. K - An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.	
	R.E	What is the Torah and why is it important to Jewish people? Session 1: What are our special books....and why?	Session 2: What makes <i>this</i> book (the Torah) special? (Session 3: What's <i>inside</i> this book that makes it special?	Session 4: Where does the Torah 'live'? How does this show it's important?	Session 5: What makes the Torah so important to Jewish people? How do they show this?	Session 6: How can we show others that the Torah is important?	Why do Jewish families celebrate the gift of Shabbat? Session 1: What do we do in the week? What do we do at the weekend?	Session 2: Why could it be important for some Jewish families to do something different during Shabbat?	Session 3: What do some Jewish families do during the Friday night meal which marks the beginning of Shabbat?	Session 4: What do some Jewish families do during Shabbat and what could happen to mark the end of Shabbat?	Session 5: How could this time be seen as a gift?	Session 6: Why and how do Jewish families celebrate the whole of Shabbat?
	Music	Yr 1 Charanga: Dance, Sing and Play!	Charanga: Dance, Sing and Play!	Charanga: Dance, Sing and Play!	Charanga: Dance, Sing and Play!	Charanga: Dance, Sing and Play!	Charanga: Dance, Sing and Play!	Charanga: Exploring Play	Charanga: Exploring Play	Charanga: Exploring Play	Charanga: Exploring Play	Charanga: Exploring Play	
		Yr 2: Charanga: Playing in an Orchestra	Charanga: Playing in an Orchestra	Charanga: Playing in an Orchestra	Charanga: Playing in an Orchestra	Charanga: Playing in an Orchestra	Charanga: Playing in an Orchestra	Charanga: Inventing a Musical Story	Charanga: Inventing a Musical Story	Charanga: Inventing a Musical Story	Charanga: Inventing a Musical Story	Charanga: Inventing a Musical Story	
	Computing	Yr 1 Coding 1.7	Coding 1.7	Coding 1.7	Coding 1.7	Coding 1.7	Coding 1.7	Grouping and Sorting 1.2	Grouping and Sorting 1.2	Pictograms 1.3	Pictograms 1.3	Pictograms 1.3	

