



# St Jude's C of E Infant School

Excellence in education, kindness in the community, courage through faith.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
	Visit to Milestones living museum	The develop stage teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.  Eton College Victorian Workshop							Creating and presenting a School Day's Assembly for Parents/Carers			Class Quiz		
English Year 1	<b>Stella and the Seagull</b> Capital letters. Full Stops. Conjunctions 'and' and 'but'. Question marks. Command sentences. Simple past tense.			<b>Dinosaurs and all that Rubbish</b> Capital letters Full Stops -ing suffix. Conjunctions. Adjectives to describe. Command sentences. Exclamation marks. Present progressive tense.			<b>The Sea Saw</b> Capital letters Full Stops -ing suffix. Command sentences. Question marks. Prefix un-. Conjunctions. Alphabetical order. Past tense –ed suffix.			<b>Beegu</b> Capital letters Full Stops -ing suffix. Question marks. Adjectives to describe. Present tense. Command sentences. Conjunctions. Plural suffix –s and –es.				
English Year 2	<b>The Great Fire of London</b> Capital letters for proper nouns. Sentence types: statements, commands, exclamations and questions. Conjunctions. Contracted words. Synonyms for adjectives. Present progressive tense. -er and –est suffixes. Adverbials of time. Sub-headings			<b>Ocean Meets Sky</b> Conjunctions. Noun phrases. Present tense. Past tense. -ness, -ful, –less and -est suffixes. -ing suffix for adjectives. Prepositions. Similes. Adverbials of time. Adverbs.			<b>Rosie Revere, Engineer</b> Conjunctions. -est and -ful suffixes. Present tense. Adverbials of time. Sentence types: statements, commands, exclamations and questions. Prepositions. Expanded noun phrases. Sub-headings			<b>The Minpins</b> Conjunctions. Contracted words. Sentence types: statements, commands, exclamations and questions. -ing, –ness, -er and –est suffixes. Noun phrases. Past tense. Possessive apostrophe. Sub-headings.				
Maths – Year 1	<b>Multiplication and Division</b> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups - sharing			<b>Fractions</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity		<b>Position and Direction</b> Describe turns Describe position - left and right Describe position - forwards and backwards Describe position - above and below Ordinal numbers		<b>Place Value within 100</b> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers		<b>Measurement (money)</b> Unitising Recognise coins Recognise notes Count in coins		<b>Time</b> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour		Consolidation
Maths -Year 2	Fractions  Introduction to parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole			Measurement (time)  O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day			Statistics Make tally charts Tables Block diagrams Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10)		Geometry (position and direction) Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns		Consolidation			
History Yr 1 and Yr 2	Trip to Living Museum	<b>Why are time words useful?</b>  Y1 To use common words and phrases relating to the	<b>Who were the Victorians?</b>  Y1 To describe an aspect of everyday life beyond living memory.	<b>Would it have been different to live in Victorian England?</b>  Y1 Describe changes beyond living memory	<b>Was a Victorian school like my school?</b>  Y1 To describe an aspect of everyday life	<i>Chertsey museum boxes</i> <b>What can artefacts tell me about life in Victorian England?</b>	<b>Who was Samuel Wilderspin?</b>  Develop lesson 6 Y1 Understand the term significant exp	<b>How has my school changed over the years?</b>  Y1 Order information on a timeline.	Oral accounts. Living memory Memorable experience  <b>How has my school changed over the years?</b>	<b>GEOGRAPHY (Digimaps)</b> <b>Has Englefield Green changed since the Victorian era?</b>  Develop lesson 7	<b>When would you rather go to school – now or in Victorian era?</b>  Y1 Use given subject-specific	Present to parents or rest of school.  <b>What was life like for a child in Victorian England?</b>	Assessment	



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		<p>passing of time to communicate ideas and observations.</p> <p>Y2 Use the historical terms year, decade and century</p> <p>(K) Time words help us order information chronologically</p> <p>Core Vocab Now, next, then, today, yesterday, Last week, last year, a long time ago, before, after</p> <p>Y2 decade, century chronologically</p>	<p>Y2 – describe the everyday lives of people in a period within or beyond living memory.</p> <p>(K) Queen Victoria was a very important British Queen</p> <p>Core Vocab Queen Victoria, Victorian, Monarch, invention</p> <p>Y2 Leisure, Industrial revolution Y2 Ext British empire</p>	<p>Y2 Describe how an aspect of life has changed over time.</p> <p>(K) Some aspects of life were different in Victorian times (e.g. work, leisure, home)</p> <p>Core Vocab Victorian, photograph (Y2) opinion (Y2) Beyond living memory</p>	<p>beyond living memory.</p> <p>Y2 Describe the everyday lives of people in a period within or beyond living memory.</p> <p>(K) Some aspects of education were different in Victorian times</p> <p>Core Vocab Samuel Wilderspin Punishment, Strict (Y2) Significant, impact</p>	<p>Y1 To Use a range of historical artefacts to find out about the past. Express an opinion about a historical source. Y2 Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Core Vocab Photograph, artefact</p>	<p>&amp;lain why a significant individual is important. To Identify some key features of a significant historical event beyond living memory.</p> <p>Y2 describe the impact of a significant historical individual. Explain why an event from the past is significant.</p> <p>(K) Samuel Wilderspin thought learning should be explained properly and that children should be happy at school and be able to play and sing.</p> <p>Core Vocab Samuel Wilderspin, Significant Y2 impact</p>	<p>Y2 Sequence significant information in chronological order.</p> <p>(K) Timelines show information in chronological (date) order</p> <p>Core Vocab Date, timeline, Y2 decade (retrieval), chronological</p>	<p>Y1 Describe important events in the school's history. Y2 Describe, in simple terms, the importance of local events, people and places.</p> <p>(K) Some things at my school have changed over time</p> <p>Core Vocab Change, same, different, Y2 similar</p>	<p>Y1 To describe how a place or geographical feature has changed over time. Y2 Describe how an environment has or might change over time.</p> <p>(K) Some aspects of Engefield Green were the same such as the Green spaces and main road.</p> <p>Core Vocab Map (retrieval) Key</p>	<p>vocabulary to explain and describe. Y2 Suggest words or phrases that are appropriate to the topic.</p>		
<b>Science 1 – Year 1</b>	<p>Plant Parts LO: To identify and sort a variety of common wild and garden plants. (K) Plants are living things. People look after garden plants but not wild plants.</p> <p>Q: Do we have wild plants and garden plants around school?</p> <p>Vocab: plant wild garden sort</p>	<p>LO: To label the basic structure of a variety of common plants.</p> <p>(K) The basic plant parts include root, stem, leaf, flower, petal and fruit.</p> <p>Q: What are the different parts of a flowering plant?</p> <p>Vocab: Root petal stem leaf flower</p>	<p>LO: To describe the basic structure of a variety of common plants.</p> <p>(K) The basic plant parts include root, stem, leaf, flower, petal and fruit.</p> <p>Q: What does each part of the plant look like?</p> <p>Vocab: root stem leaf flower</p>	<p>LO: To identify and name a variety of common wild and garden plants.</p> <p>(K) Some plants have flowers. These are called flowering plants.</p> <p>Q: Can we see any flowering plants around school?</p> <p>Vocab: flower flowering plant</p>	<p>LO: To label the basic structure of a tree.</p> <p>(K) Trees are plants. A tree has a woody stem called a trunk.</p> <p>Q: What are the different parts of a tree?</p> <p>Vocab: root trunk branches leaves</p>	<p>LO: To describe the basic structure of a tree. To ask simple scientific questions.</p> <p>(K) Trees are plants. A tree has a woody stem called a trunk.</p> <p>Q: Why does a tree have a trunk?</p> <p>Vocab: root trunk branches leaves Question words include what, why, how, when, who and which.</p> <p><b>ASSESSMENT</b></p>	<p>LO: To identify and name different types of trees.</p> <p>To collect data</p> <p>(K) Trees are plants. A tree has a woody stem called a trunk.</p> <p>Q: What types of trees do we have around school?</p> <p>Vocab: Root (retrieval) trunk(retrieval) branches(retrieval) leaves(retrieval) vein stem</p>	<p>Animal Parts</p> <p>To understand 'What is an animal?'</p> <p>Animals are living things. Animals have senses. Animals breathe. Animals eat. Animals get rid of waste. Animals move. Animals have offspring.</p> <p>Learning question: 'What is an animal?'</p> <p>Core Vocab: offspring. living things. senses. breathe</p>	<p>LO: Label and describe the basic structures of a variety of common animals</p> <p>Core knowledge Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.</p> <p>Vocab: eye • leg • mouth • skin • tail • scales • teeth • beak • feathers • foot • wing • gills • fin • scales</p> <p>Learning question: Are fish animals?</p>	<p>LO: Identify, group and sort a variety of common animals</p> <p>Core Knowledge: Fish, amphibians, reptiles, birds, invertebrates and mammals are groups of animals.</p> <p>Vocab: Fish, amphibians, reptiles, birds, invertebrates mammals</p> <p>Learning question: Are fish animals?</p>	<p>LO - With support, gather and record simple data, Core Knowledge: Fish, amphibians, reptiles, birds, invertebrates and mammals are groups of animals.</p> <p>Vocab: Carroll diagram Sort</p> <p>Learning question: Do all animals have the same body parts?</p>	<p>LO-To present data in a block graph</p> <p>Core Knowledge Living things need water, food, warmth and shelter.</p> <p>Learning question: Which pet is our favourite pet?</p> <p>Vocab: Favourite Block graph</p>	<p>LO - Group and sort a variety of common animals based on the foods they eat. Core Knowledge Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.</p> <p>Vocab Carnivore Herbivore Omnivore</p> <p>Learning question 'Are humans carnivores, herbivores or omnivores, and how do you know?'</p>



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										Do all animals have the same body parts?				Innovate: Worm investigations. 'What senses do earthworms have?'
Science - year 2	<p>LO: To label and describe the basic structure of a variety of common plants.</p> <p>K: The basic plant parts include root, stem, leaf, flower, petal and fruit.</p> <p>Q: What are the different parts of a flowering plant? Do they all look the same?</p> <p>Vocab: root stem leaf petal flower</p>	<p>LO: To investigate different parts of flowering plants.</p> <p>K: A root anchors the plant into the ground. A stem carries water and allows the plant to grow upwards towards the sun. Leaves catch the sunlight and allow air and water to enter the plant.</p> <p>Q: Can you eat plants?</p> <p>Vocab: root stem leaf petal flower seeds</p>	<p>LO: To understand what seeds need to germinate. To perform a simple test (Prediction Observation)</p> <p>K: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Q: Can a new tomato plant grow from a tomato?</p> <p>Vocab: Seeds Germination Prediction</p>	<p>LO: To carefully observe</p> <p>K: Plants grow from seeds or bulbs. A bulb contains a tiny plant and has all the food it needs to grow.</p> <p>Q: Do seeds and bulbs look different?</p> <p>Vocab: Seed Bulb Sort observe</p>	<p>LO: To plan a simple investigation</p> <p>K: Plants grow best when they have certain conditions</p> <p>What does grass need to grow?</p> <p>Vocab: Shade Light Investigation Prediction</p>	<p>LO: To explain what I have found out using simple scientific language</p> <p>K: Plants grow best when they have certain conditions</p> <p>What does grass need to grow?</p>	<p>End of Unit assessment</p> <p>Finalise Bulb growing investigation</p> <p>Finalise Seed growing investigation</p> <p>Finalise turf growing investigation.</p>							
Art							Street view Engage	Develop 1	Develop 2	Develop 3	Develop 4	Innovate + Evaluate		
							<p>(S) Draw or paint a place from memory, imagination or observation.</p> <p>(K) A sketch or drawing of a place or space is called a landscape.</p>	<p>(S) Identify 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>(S) Describe and explore the work of a significant artist.</p> <p>(K) James Rizzi was a significant American artist and illustrator.</p>	<p>(S) Identify and use paints in the primary and secondary colours.</p> <p>(K) The primary colours are red, yellow and blue.</p> <p>Secondary colours are made by mixing primary colours.</p> <p>The secondary colours are purple, green and orange.</p>	<p>(S) Manipulate paper and card to create a simple form by cutting, layering and overlapping.</p> <p>(K) Card and paper can be layered to create a 3-dimensional effect.</p> <p>3-dimensional art is not flat like 2-dimensional art.</p>	<p>(S) Communicate their ideas simply before creating artwork.</p> <p>Draw or paint a place from memory, imagination or observation.</p> <p>Say what they like about their own or others' work using simple artistic vocabulary.</p> <p>(K) Landscape art can include</p>		





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	Year 2	Animated Stories 1.6 Effective Searching 2.5											
PSHE - Jigsaw	Relationships – Families  (K) I know how it feels to belong to a family and care about the people who are important to me	Relationships – Making friends  (K) I know how to make a new friend	Relationships – Greetings  (K) I can recognise which forms of physical contact are acceptable and unacceptable to me	Relationships - People Who Help Us  (K) I know when I need help and know how to ask for it	Relationships - Being My Own Best Friend  (K) I know ways to praise myself	Relationships - Celebrating My Special Relationships  (K) I can express how I feel about them	Changing Me – Life Cycles  (K) I understand that changes happen as we grow and that this is OK	Changing Me –	Changing Me – Changing Bodies  (K) I understand that growing up is natural and that everybody grows at different rates	Changing Me - Boys' and Girls' Bodies  (K) I respect my body and understand which parts are private	Changing Me - Learning and Growing  (K) I enjoy learning new things	Changing Me - Coping with Changes  (K) I know some ways to cope with changes	
	Fundamentals – Lesson 1 - To explore balance, stability and landing safely.  Athletics – Lesson 1 - To move at different speeds over varying distances.	Fundamentals – Lesson 2 - To explore how the body moves differently when running at different speeds.  Athletics – Lesson 2 - To develop balance.	Fundamentals – Lesson 3 - To explore changing direction and dodging.  Athletics – Lesson 3 - To develop changing direction quickly.	Fundamentals – Lesson 4 - To explore jumping, hopping and skipping actions.  Athletics – Lesson 4 - To explore hopping, jumping and leaping for distance.	Fundamentals – Lesson 5 - To explore co-ordination and combination jumps.  Athletics – Lesson 5 - To develop throwing for distance.	Fundamentals – Lesson 6 - To explore combination jumping and skipping in an individual rope.  Athletics – Lesson 6 - To develop throwing for accuracy.	Team building – Lesson 1 - To cooperate with a partner to complete challenges.  Striking and Fielding Games – Lesson 1 - To develop underarm throwing and catching.	Team building – Lesson 2 - To explore and develop working as a team.  Striking and Fielding Games – Lesson 2 - To develop overarm throwing.	Team building – Lesson 3 - To develop talking, listening and sharing skills.  Striking and Fielding Games – Lesson 3 - To develop hitting a ball.	Team building – Lesson 4 - To use speaking and listening skills to lead a partner.  Striking and Fielding Games – Lesson 4 - To develop collecting a ball.	Team building – Lesson 5 - To plan with a partner and small group to complete challenges.  Striking and Fielding Games – Lesson 5 - To learn how to get a batter out.	Team building – Lesson 6 - To use talking, listening and sharing skills to complete challenges.  Striking and Fielding Games – Lesson 6 - To play games and understand how to score points.	