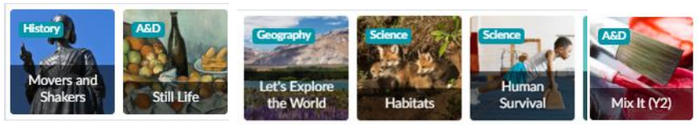
St Jude's C of E Infant School

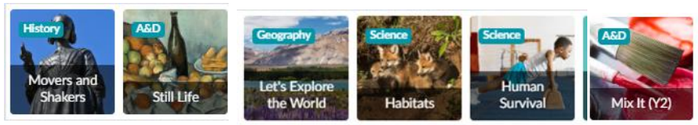
Excellence in education, kindness in the community, courage through faith.



KS1	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
English	*Here We Are* – Oliver Jeffers ***By the end of the unit, the children will have*** learned: - to use CL at the beginning of sentences -to use a capital letter on pronoun 'I' -to use full stops at the end of sentences ***By the end of the unit, the children will have:*** -written about real events -written sentences in present tense	Dear Earth by Isabel Otter Non-Fiction **By the end of the unit, the children will have learned**: To write in the first and second person. To use conjunctions. To use different sentence types. To use expanded noun phrases. To use apostrophes for possession. To use the suffix -ing. ***By the end of the unit, the children will have:*** Written an informative leaflet			*Toys in Space* by Mini Grey Fiction **By the end of the unit, the children will have learned:** To use conjunctions. To use commas for expanded noun phrases. To use prepositions. To use different sentence types. To use the -ing suffix for adjectives. To use commas in a list. **By the end of the unit, the children will have**: Written an own world fantasy narrative.			*Wolves* by Emily Gravett Non-Fiction **By the end of the unit, the children will have learned:** To identify fact and fiction. To use conjunctions. To use commas for expanded noun phrases. To use different sentence types. To use sub-headings to organise information. **By the end of the unit, the children will have:** Written a non-chronological leaflet.			*Jim and the Beanstalk* by Raymond Briggs Fiction **By the end of the unit, the children will have learned:** To use consonants for rhyming. To use conjunctions. To use adverbials for sequencing. To use -ed and –ing suffixes for words ending with –y. To use commas for expanded noun phrases. **By the end of the unit, the children will have:** Written an own version traditional tale		
Maths	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape			**Assessment**
History Movers and Shakers	<u>What does significance mean?</u> Use historical models to make judgements about significance and describe the impact of a significant historical individual. (K) Historical models can be used to help sort and order data such as significance. (Dawson's model) *<u>Knowledge Organiser</u>*	<u>Local History – Which monarchs are linked to our local area?</u> Describe, in simple terms, the importance of local events, people and place ~~Use a range of historical artefacts to find out about the past.~~ ???? (K) King Charles III is the King of the United Kingdom. He spends time at Windsor Castle which is near us. (K) King John signed the Magna Carta locally in Egham. The Magna Carta helped make the law fairer	<u>Explorers - Why are explorers so important?</u> Identify some key features of a significant historical event beyond living memory Order information on a timeline (K) EXPLORERS a person who travels to places to find out what is there. (K) Captain James Cook drew detailed maps of New Zealand and Australia. (K) Christopher Columbus was an explorer who travelled to the Americas in 1492	<u>James Cook: What did he do and why is it so significant?</u> Understand the term significant and explain why a significant individual is important. (K) Captain James Cook was an English explorer who went on ocean voyages. He sailed around the world three times on big wooden ships. (K) He helped Europeans map parts of the world that were previously unfamiliar to them, including the east coast of Australia and the islands of New Zealand.	<u>Neil Armstrong: What did he do and why is it so significant?</u> Identify some key features of a significant historical event within living memory (K) Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.	<u>Comparing voyages: Have voyages changed over time?</u> Describe how an aspect of life has changed over time. (K) Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.	<u>Activists: What is an activist?</u> Understand the term significant and explain why a significant individual is important. Begin to understand why people act as they do (K) An activist is a person who feels strongly about helping people, other living things or the planet. (K) Gretta Thunburg is a modern activist campaigning for action against climate change	<u>Rosa Parks: Who is she and why is Parks class named after her?</u> Identify some key features of a significant historical event within living memory (K) Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.	<u>Emily Davison: What did she do and why is it so significant?</u> Identify some key features of a significant historical event beyond living memory Use Historical sources to begin to identify viewpoint (K) Emily Davison was a British activist who successfully campaigned for women's voting rights in the 20th century.	<u>Understanding chronology: Why is a timeline so useful?</u> Order information on a timeline Use the historical terms year, decade and century (K) A decade is 10 years (K) A century is 100 years	<u>Significance</u> Use historical models to make judgements about significance and describe the impact of a significant historical individual. Describe and explain the importance of a significant individuals achievements on British History (K) Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.	<u>Exploring impact</u> Describe and explain the importance of a significant individuals achievements on British History	Express **<u>Movers & Shakers quiz</u>**.

St Jude's C of E Infant School

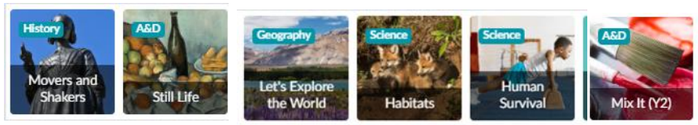
Excellence in education, kindness in the community, courage through faith.



			(K) Neil Armstrong was the first man to walk on the Moon.										
Geography Let's Explore the World	**Using an Atlas** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 To name and locate the five oceans and seven continents around the world on a world map or globe. **Knowledge Organiser**	**Using an Atlas** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	**Using Compass Directions** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 Use compass directions to describe the location of features or a route on a map.	**Using a map** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 Draw or read a range of simple maps that use symbols and a key.	**Collecting Data** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	**Locating the equator** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 Locate the equator and the North and South Poles on a world map or globe.	**Features of the UK** Recap Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Identify characteristics of the four countries and major cities of the UK. Name and describe the purpose of human features and landmarks. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	**Comparing places** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	**Fieldwork** Recap: Name and locate the world's seven continents and five oceans on a world map. Y2 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Review and quiz**			
Science	**Healthy Humans** **'What are humans?** Explain has been found out using simple scientific language. (K) There are six stages of human life (K) Humans are living things, and they belong to an animal group called mammals (K) Humans have five senses Humans are omnivores	Retrieval – Stages of human life **What do humans need to survive?** Describe what humans need to survive. (K) Humans need water, food, air and shelter to survive.	**What do humans need to stay healthy?** Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. (K) A healthy lifestyle includes exercise, a balanced diet, good quality sleep and personal hygiene.	**What effect does exercise have on our body?** Carry out a range of simple tests, making simple predictions for what might happen (K) Exercise makes the heart beat faster, speeds breathing and can improve mood. (K)Regular exercise keeps our heart and lungs healthy and our bones and muscles strong. Exercise makes the heart beat faster, speeds breathing and	**'What is personal hygiene, and why is it important?'** Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. (K) Good personal hygiene stops us from smelling and prevents germs from getting into our bodies and making us ill.		**Homes, Hides and Habitats** What are living and non-living things? Compare and group things that are living, dead or have never been alive. (K) Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.	How can we identify plants and animals from a woodland habitat? Identify and name a variety of plants and animals in a range of habitats and microhabitats. To identify plants and animals, observe their physical features and behaviour and then match them to pictures and descriptions to find a match. (K) A habitat is a place where plants and animals live.	Why do some animals live in a British woodland habitat?' Explain how animals, including humans, need water, food, air and shelter to survive. (K) An animal's habitat must provide water, food, air and shelter for the animal to survive.	What is a food chain? Interpret and construct simple food chains to describe how living things depend on each other as a source of food. (K) Food chains show how living things depend on one another for food.	How effective is camouflage for prey to stay safe from predators? Plan a simple investigation Make predictions (K) Prey animals have different ways to avoid capture by predators, such as camouflage, mimicry and warning colours.	How effective is camouflage for prey to stay safe from predators? Explain results using comparative language such as more, less, most and least,	

St Jude's C of E Infant School

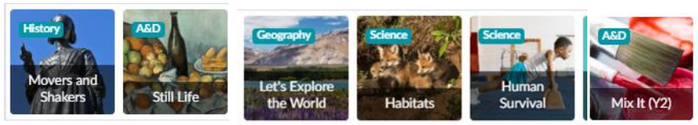
Excellence in education, kindness in the community, courage through faith.



				can improve mood.									
Art Colour Quest	Name and mix secondary colours. (K) A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.	Make, describe and use a range of hues. (K) Hues are made by mixing varying amounts of the primary colours. For example, more red than yellow will make a red-orange and more yellow than red will make a yellow-orange.	Describe similarities and differences between artwork on a common theme. (K) Differences in still life art can include style, composition and use of colour.	Use the properties of various materials, such as clay or polystyrene, to develop a block print. (K) A two colour print is a print which layers two different colours	Make, describe and use a range of hues. K) Hues are made by mixing varying amounts of the primary colours. For example, more red than yellow will make a red-orange and more yellow than red will make a yellow-orange.	Analyse and evaluate their own and others' work using artistic vocabulary.							
Design and Technology Marvellous Mechanisms							Understand there are a range of mechanisms (levers, sliders, wheels and axles) in models or products. (K) The part of a machine that brings about movement is called the mechanism.	To successfully use a slider mechanism (K) A slider mechanism moves in a straight line.	To successfully use a lever mechanism (K) A lever mechanism is a bar that moves around a fixed point called a pivot	To successfully use a linkage mechanism (K) A linkage mechanism combines levers and sliders.	Choose appropriate parts and materials and suggest ways of using them effectively	Explain how closely their finished products meet their design criteria and say what they could do better in the future. (K) A finished product can be checked against design criteria to see how successfully it has been made or to evaluate how well it works.	
R.E	Christianity – What is God Like for Christians?						Christianity - Why is giving important to Christians?						
Music	To understand pulse learning about pulse, how to find it and how to move our body in time to the beat.	Create simple patterns learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.	Understand how sound is represented by symbols learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.	Physicalising pulse in different ways learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song.	Maintaining pulse and identifying strong eats learning to maintain a steady pulse, to find the strong beat in the bar and how to move to the pulse of the music.	Identifying a tempo learning the musical terminology for tempo and how to identify fast and slow music.	Nativity -	Nativity	Nativity	Nativity	Nativity	Nativity	Nativity
PE	**Fitness** (K) To understand that running at a slower speed will allow me to run for a longer period of time. (S) To learn how to run for longer periods of time. **Net and Wall** (K) To recognise the best position & space to defend space on the court. (S) To use the ready position to defend.	**Fitness** (K) To work with others to turn a rope & encourage others to jump at the right time. (S) To develop co-ordination & timing when jumping in a long rope. To show jumping with balance & control. **Net and Wall** (K) To reflect on my learning and choose the right skill for me.	**Fitness** (K) To describe how my body feels during exercise. (S) To develop co-ordination in individual skipping. To show hopping and jumping movements with some balance and control. **Net and Wall** (K) To recognise where the space is and send the ball away from my opponent.	**Fitness** (K) To describe how my body feels during exercise. (S) To develop stamina and change of direction. **Net and Wall** (K) To recognise when to catch the ball. (S) To develop racket skills and use them to return a ball.	**Fitness** (K) To understand why we exercise and develop strength. (S) To explore exercises to develop strength. **Net and Wall** (K) To understand when to make contact with the ball. (S) To develop returning a ball using a racket.	**Fitness** (K) To describe how my body feels during exercise. (S) To develop agility, balance and co-ordination. **Net and Wall** (K) To recognise the best space to send the ball. To use simple tactics to make it difficult for an opponent. (S) To play against an opponent using a racket.	**Dance** (K) To provide feedback using key words. (S) To remember, repeat and link actions to tell the story of my dance. **Ball Skills** (K) To recognise changes in my body when I exercise. (S) To be able to roll a ball to hit a target.	**Dance** (K) To understand how to use dynamics to show an idea. (S) To develop an understanding of dynamics and how they can show an idea. **Ball Skills** (K) To understand that if I roll the ball away from others I will score more points. (S) To develop co-ordination and be	**Dance** (K) To use comprehension skills to complete a task. (S) Use counts of 8 to help you stay in time with the music. **Ball Skills** (K) To identify which skills I need to improve on. (S) To develop technique & control when dribbling a ball with your feet.	**Dance** (K) To provide feedback to others about their performance. (S) To copy, remember and repeat actions using facial expressions to show different characters. **Ball Skills** (K) To understand simple tactics. (S) To develop control and technique when kicking a ball.	**Dance** (K) To reflect on my dance so far to make improvements. (S) To explore pathways and levels. **Ball Skills** (K) To understand and use tactics (S) To develop co-ordination & technique when throwing and catching.		**Dance** (K) To reflect on my dance so far to make improvements. (S) To remember & rehearse our circus dance showing expression & character. **Ball Skills** (K) To identify skills I find challenging. (S) To develop control & co-ordination when dribbling a ball with your hands.

St Jude's C of E Infant School

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



		(S) To develop returning a ball with hands.	(S) To play against a partner.					able to stop a rolling ball.					
Computing	**Route Explorers** To use the direction keys in 2Go to move the turtle along a route.	To use units of distance along with the direction keys in 2Go to move along a route.	To write instructions to complete more than one step of a route at once.	To build up instructions for a longer route.	**The Internet** To understand how the internet, the World Wide Web and a browser work together.	To understand the different types of hardware used to access the internet and their functions.	To understand the difference between a website and a webpage and use a school website to find information.	To understand the difference between a browser and a search engine, and to practise searching for information safely.	Creating Pictures To create a digital art piece in an Impressionist style.	To create a digital art piece in a Pointillism style.	To create a digital art piece that is in the style of Piet Mondrian's work.	To create digital art patterns in the style of the Arts and Crafts movement.	To create a portfolio of digital art.
PSHE **Jigsaw – Being Me In My World** **Jigsaw – Celebrating Difference**	**<u>Hopes and Fears for the Year</u>** (K) To identify hopes and fears for this year. To know how to use the Jigsaw Journal. (S) To recognise when feeling worried and know who to ask for help.	**<u>Rights and Responsibilities</u>** (K) To understand the rights and responsibilities for being a member of my class and School. (S) To recognise when feeling worried and know who to ask for help.	**<u>Rewards and Consequences</u>** (K) To listen to other people and contribute ideas about rewards and consequences. (S) To help make class a safe and fair place.	**<u>Rewards and Consequences</u>** (K) To listen to other people and contribute ideas about rewards and consequences. (S) To help make class a safe and fair place.	**<u>Our Learning Charter</u>** (K) To understand how following the Learning Charter will help myself and others learn. (S) To work cooperatively.	**<u>Owning Our Learning Charter</u>** (K) To recognise the choices I make and understand the consequences. (S) To follow the Learning Charter.	**<u>Boys and Girls</u>** (K) To understand that sometimes people make assumptions about boys and girls (stereotypes). (S) To understand some ways in which boys and girls are similar and feel good about this.	**<u>Boys and Girls</u>** (K) To understand that sometimes people make assumptions about boys and girls (stereotypes). (S) To understand some ways in which boys and girls are similar and feel good about this.	**<u>Why Does Bullying Happen</u>** (K) To understand that bullying is sometimes about difference. (S) To tell how someone who is bullied feels. To be kind to children who are bullied.	**<u>Standing Up For Myself and Others</u>** (K) To recognise what is right and wrong and know how to look after myself. (S) To know when and how to stand up for myself and others. To know how to get help if I am being bullied.	**<u>Gender Diversity</u>** (K) To understand that it is OK to be different from other people and to be friends with them. (S) To understand we shouldn't judge people if they are different. To know how it feels to be a friend and have a friend.	**<u>Celebrating Difference and Still Being Friends</u>** (K) To tell you some ways I am different from my friends. (S) To understand these differences make us all special and unique.	