

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Sumer Term2
English	CLPE	CLPE	CLPE	CLPE	CLPE	CLPE
Maths	Power Maths					
Science 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.	<u>Ourselves (animals including humans)</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<u>Wonderful weather</u> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	<u>Let's Build</u> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	<u>What's growing in our garden?</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees	<u>Healthy Animals</u> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<u>Squash, Bend, Twist, Stretch</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Geography	<u>Where do I live?</u> Name, locate & identify characteristics of the 4 countries and capital cities of the UK & its surrounding sea.		<u>What is the weather like?</u> Identify seasonal and daily weather patterns in the UK & the location of hot and cold		<u>UK Vs Tokyo</u> Understand geographical similarities & differences through studying the human & physical geography of a	

	<p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>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.</p>		<p>areas of the World in relation to the Equator.</p>		<p>small area of the UK and a small area of contrasting non-European country.</p>	
History		<p><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Changes within living memory (used to reveal aspects of change in national life)</p>		<p><u>Who was Queen Victoria?</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>		<p><u>What are the Olympic games?</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>
Art	<p><u>Landscapes and cityscapes</u></p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers,</p>		<p><u>Colour Chaos</u></p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the</p>	<p><u>Portraits</u></p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the</p>	<p><u>Nature Sculptures</u></p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><u>Miro</u></p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

	describing the differences and similarities between different practices and disciplines, and making links to their own work.		differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work.	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Design & Technology		<p><u>Dips and dippers</u> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>		<p><u>Fabric Faces</u> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>		<p><u>Sensational salads</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>explore and evaluate a range of existing products</p> <p>understand where food comes from.</p>

		<p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p>		explore and evaluate a range of existing products		
Computing	<u>Programming toys</u>		<u>Computer Art</u>		<u>Computing: Using and applying</u>	
Music	<u>Charanga Music: Everyone Unit</u>	<u>Charanga Music: Ho Ho Ho</u>	<u>Charanga Music: Friendship Song</u>	<u>Charanga Music: Glockenspiel Stage 1</u>	<u>Charanga Music: I wanna play in band</u>	<u>Charanga: Our World</u>
Physical Education	<p><u>Games</u> <u>Val Sabin</u> Year 1 Unit 4 Developing partner work</p>	<p><u>Dance</u> <u>Val Sabin</u> <u>Year 1 Unit 2</u> March, March, March Jack and the Beanstalk</p>	<p><u>Dance</u> <u>Val Sabin</u> <u>Year 1 Unit 4</u> Rainbow Fish We're going on a bear hunt</p>	<p><u>Gymnastics</u> <u>Val Sabin</u> <u>Year 1 Unit D</u> Flight - bouncing, jumping and landing</p>	<p><u>Athletics</u> <u>Val Sabin</u> Year 1 Unit 1</p>	<p><u>Athletics</u> <u>Val Sabin</u> Year 1 Unit 2</p>
Religious Education (Objectives based on Agreed Suffolk Syllabus based on Twinkle RE Planit)	<p><u>Caring for others</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</p> <p>explore a range of religious stories and sacred writings, and talk about their meanings</p>	<p><u>Gifts and giving</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</p> <p>identify the importance, for some people, of belonging to a religion and recognise</p>	<p><u>Friendship</u> ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</p>	<p><u>Easter and surprises</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</p> <p>identify and suggest meanings for religious symbols and begin to</p>	<p><u>Religion and rituals</u> explore a range of religious stories and sacred writings, and talk about their meanings</p> <p>name and explore a range of celebrations, worship and rituals in religion, noting similarities and</p>	<p><u>Places of worship</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</p> <p>identify the importance, for some people, of belonging to a religion and recognise</p>

	<p>reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>identify what matters to them and others, including those with religious commitments, and communicate their responses</p>	<p>the difference this makes to their lives</p> <p>reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases.</p>	<p>identify what matters to them and others, including those with religious commitments, and communicate their responses</p>	<p>use a range of religious words and phrases.</p> <p>reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice</p>	<p>differences, where appropriate</p> <p>recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p>	<p>the difference this makes to their lives</p> <p>recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</p>
RSE (Twinkl Life)	<u>Team</u>	<u>Britain</u>	<u>Be yourself</u>	<u>It's my body</u>	<u>Money matters</u>	<u>Aiming high</u>

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English						
Maths	Power Maths					
<p>Science</p> <p>'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p>	<p><u>Pets (animals including humans)</u></p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><u>Habitats</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p>	<p><u>Marvellous Materials</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><u>Ready, Steady, Grow!</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p>	<p><u>Materials Matter</u></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Gardens and Allotments</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name</p>

		different sources of food		different sources of food		different sources of food
Geography		<p><u>UK Vs Australia</u> Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK and a small area of contrasting non-European country.</p>		<p><u>Hot and cold places in the World</u> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>		<p><u>I do like to be beside the seaside</u> Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, season & weather Name and locate the world's 7 continents and 5 oceans.</p>
History	<p><u>Who was Neil Armstrong?</u> The lives of significant individuals in the past who have contributed to national & international achievements.</p>		<p><u>When was the first flight?</u> Events beyond living memory that are significant nationally or globally.</p>		<p><u>Pirates</u> Significant historical events, people and places in their own locality.</p>	
Art	<p><u>Lowry</u> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p><u>Let's Sculpt!</u> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using</p>		<p><u>Fabricate</u> use a range of materials creatively to design and make products know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	

	<p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>colour, pattern, texture, line, shape, form and space</p> <p>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>			
<p>Design & Technology</p>	<p><u>Moving pictures: traditional tales</u> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>		<p><u>Fabric Bunting</u> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>		<p><u>Pirate Paddy's Packed Lunch Problems</u> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	

	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		explore and evaluate a range of existing products		explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable'.	
Computing		<u>Word Processing</u>		<u>Online Safety</u>		<u>Programming with Scratch</u>
Music	Charanga Music: Big Bear Funk	Charanga Music: Bringing us together	Charanga Music: Hands, feet, heart	Charanga Music: Glockenspiel Stage 2	Charanga Music: Let your spirit fly	Charanga: My stories
Physical Education	<u>Games</u> <u>Val Sabin</u> <u>Year 2 Unit 2</u> Making up games with a partner	<u>Dance</u> <u>Val Sabin</u> <u>Year 2 Unit 1</u> The Cat Balloons Reach for the stars	<u>Dance</u> <u>Val Sabin</u> <u>Year 2 Unit 4</u> Country Dancing	<u>Gymnastics</u> <u>Val Sabin</u> <u>Year 2 Unit I</u> Pathways, straight, zigzag, curving	<u>Athletics</u> <u>Val Sabin</u> <u>Year 1 Unit 1</u>	<u>Athletics</u> <u>Val Sabin</u> <u>Year 1 Unit 2</u>
Religious Education (Objectives based on Agreed Suffolk Syllabus)	<u>Nature and God</u> explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate	<u>Light and dark</u> explore a range of religious stories and sacred writings, and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate	<u>Rules and routine</u> identify what matters to them and others, including those with religious commitments, and communicate their responses reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right	<u>Beginnings and endings</u> explore a range of religious stories and sacred writings, and talk about their meanings reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right	<u>Ceremonies</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate explore a range of religious stories and sacred writings, and talk about their meanings	<u>Places of Worship</u> name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate identify what matters to them and others, including those with religious commitments,

	ask and respond imaginatively to puzzling questions, communicating their ideas	<p>identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases</p>	<p>and wrong, justice and injustice</p> <p>explore a range of religious stories and sacred writings, and talk about their meanings</p> <p>name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences, where appropriate</p>	<p>and wrong, justice and injustice</p> <p>recognise that religious teachings and ideas make a difference to individuals, families and the local community</p>	<p>identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases</p>	<p>and communicate their responses</p> <p>recognise that religious teachings and ideas make a difference to individuals, families and the local community</p>
RSE (Twinkl Life)	<u>Think positive</u>	<u>Respecting Rights</u>	<u>VIPs</u>	<u>One World</u>	<u>Growing Up</u>	<u>Safety First</u>