

Rolling Programme – KS1 Cycle B

	AUTUMN Castles and Conflict		SPRING Earth and Space		SUMMER Sun, Sea and Sand	
THEMES	<p>Focus driver: Discover</p> <p>Theme: The Great Fire of London</p> <p>Key question: What life lessons have been learnt from history?</p> <p>Hook: Trip- Gainsborough Old Hall Fire engine visit</p> <p>Role Play- Home corner</p> <p>Great Fire of London Gunpowder Plot Remembrance Day</p>		<p>Focus driver: Create</p> <p>Theme: Space travel and exploration</p> <p>Key question: Is there life on other planets? What could it be like compared to Earth? What is the weather like in the UK?</p> <p>Hook: Planetarium visitor to school</p> <p>Role play – space station/ space workshop</p> <p>Space Weather patterns</p>		<p>Focus driver: Explore</p> <p>Theme: Contrasting locations</p> <p>Key question: Why is our world wonderful?</p> <p>Hook : Trip-Seaside visit – Anderby Creek</p> <p>Role play - Seaside shop</p> <p>UK and Australia Local area and natural habitats. Seaside holidays past and present Create a boat that will float and test it outdoors to see if it withstands stormy weather. Find and collect a selection of hidden postcards in the school grounds. Research in groups.</p>	
ENGLISH	<p>Jane Considine – Little Red Riding Hood (Narrative – Traditional tale)</p> <p>Jane Considine - The Queen's Hat by Steve Antony (Narrative - Adventure) <i>*Geography link</i></p>	<p>Jane Considine - The Great Fire of London by Emma Adams (Non-fiction – Diary) <i>*History link</i></p> <p>Jane Considine - Meerkat Christmas by Emily Gravett (Non-fiction – postcard)</p> <p>Binny's Diwali</p>	<p>Jane Considine - The Way Back Home by Oliver Jeffers (Narrative - Science fiction) <i>*Science link</i></p> <p>Jane Considine - Stardust by Jeanne Willis (Narrative – Story)</p> <p>Jane Considine - Neil Armstrong by Brad Meltzer (Non-fiction – Recount) <i>*History link</i></p>	<p>Jane Considine - Grandad's Island by Benji Davis (Narrative- Adventure)</p> <p>Jane Considine - Wombat Goes Walkabout by Michael Morpurgo (Narrative - Adventure) <i>*Science and Geography link</i></p> <p>Jane Considine - Grace Darling by The BBC (Non-fiction - Biography) <i>*History link</i></p>		
PHONICS Little	Phase 3/ 4 Revision	Phase 5 Graphemes	Phase 5 Graphemes	Phase 5 Graphemes	Review Phase 5 GPCs for	Phase 5 Graphemes

Wandle YEAR 1	And 4 Phase 5 GPCs				phonics screening check	
Year 1 Curriculum Key terminology use throughout, so children are secure in understanding oxford classes etc.						
	<p>Punctuation: Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Word work: Regular plural noun suffixes (adding <i>s</i> or <i>es</i>) How it changes the meaning of the noun. e.g. <i>dog- dogs wish- wishes</i></p> <p>Punctuation: Using capital letters for names and the personal pronoun 'I'.</p>	<p>Sentence structure: Putting words together to make a sentence.</p> <p>How and can join words and join sentences.</p>	<p>Text structure: Sequencing sentences to form short narratives</p>	<p>Word work: Suffixes added to verbs where no change is needed in the spelling of root words (adding <i>ed, ing</i> or <i>er</i>)</p> <p>Prefix (adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. <i>unkind, untie</i></p>	<p>Sentence structure: Recap and revision</p>
Year 2 Curriculum Key terminology use throughout, so children are secure in understanding of word classes etc.						
	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (for example, <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and Co-ordination (using <i>or, and, but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>	<p>The consistent use of present tense versus past tense throughout texts.</p> <p>Use of the continuous form of verbs in the present tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> <p>Apostrophes to mark contracted forms</p>	<p>Sentences with different forms: statement, question, exclamation, command</p>

READING WHOLE CLASS	<p>Vlad and the Great Fire of London – <i>Kate Cunningham</i></p> <p>Toby and the Great Fire of London – <i>Margaret Nash</i></p> <p>You wouldn't want to be in the Great Fire of London – <i>Jim Pipe</i></p> <p>Katie in London - <i>James Mayhew</i></p> <p>Daisy and the trouble with in London – Kes Gray</p> <p>Guy Fawkes (History Makers)- Sarah Ridley</p>	<p>Whatever Next - Jill Murphy</p> <p>Man on the Moon - Simon Bartram</p> <p>Beegu - Alexis Deacon</p> <p>Way back home – Oliver Jeffers</p> <p>Aliens live underpants – Claire Freedman</p> <p>Look Inside: Space - Rob Lloyd Jones and Benedetta Giaufret</p>	<p>Billy's Bucket Kes Gray</p> <p>The Light House Keepers Lunch - Ronda Armitage & David Armitage</p> <p>Sharing a Shell - Julia Donaldson & Lydia Monks</p> <p>Katie Morag's Island Stories - Mairi Hedderwick</p>
MATHS YEAR 1	<p>Number: Place value (within 10)</p> <p>Number: Addition and subtraction (within 10)</p> <p>Geometry: Shape</p> <p>Number: Place value (within 20)</p>	<p>Number: Addition and subtraction (within 20)</p> <p>Geometry: Shape</p> <p>Number: Place value (within 50)</p> <p>Measurement: Length and height</p> <p>Measurement: Weight and volume</p>	<p>Number: Multiplication and division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p> <p>Number: Place value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p>
Maths Year 2	<p>Number: Place value</p> <p>Number: Addition and subtraction</p> <p>Measurement: Money</p> <p>Number: Multiplication and division</p>	<p>Number: Multiplication and division</p> <p>Measurement: Mass, capacity and temperature</p> <p>Measurement: Length and height</p> <p>Geometry: Properties of shape</p>	<p>Number: Fractions</p> <p>Geometry: Position and direction</p> <p>Measurement: Time</p> <p>Measurement: money</p> <p>Statistics</p>
SCIENCE	<p>Animals including Humans:</p> <p>Sensitive bodies</p> <p>Comparing animals</p>	<p>Living Things and their habitats</p> <p>Microhabitats</p>	<p>Lifecycles and Health</p> <p>Making Connections</p>
HISTORY	<p>What started The Great Fire of London?</p> <p>The children will learn all about The Great Fire of London. The children will be able to sequence events on a timeline and explain the cause of the fire. They will learn about Samuel Pepys and his diary. They will compare London in 1666 to now.</p> <p>Remembrance Day</p> <p>Why people wear poppies, who we are remembering. The children will be introduced to World War 1, the armistice and the first Remembrance Day, as well as exploring ways we can remember and commemorate fallen soldiers today.</p> <p>The Gunpowder Plot</p>	<p>Significant people</p> <p>The children will be learning about Tim Peake and Neil Armstrong, Helen Sharman and Guion Bluford. They will learn about the history of Space travel and how it has changed. They will learn about the achievements Neil Armstrong and why he is remembered and what it was like to be part of the space mission. They will find out about Galileo and the discoveries he made.</p>	<p>Significant people</p> <p>The children will be learning about significant people throughout History.</p> <p>The children will also learn about Grace Darling</p> <p>They will learn about how they have contributed to national and international achievements. They will also compare aspects of life in different periods.</p> <p>Seaside Holidays</p> <p>We will investigate what we like about seaside holidays before taking a look back at Victorian seaside holidays, comparing and contrasting.</p>

	The children will learn about Guy Fawkes and Bonfire Night, why lots of people in England didn't like King James 1 and who Guy Fawkes was.		
GEOGRA PHY	<p>Focus on London: Know how to identify what makes up a town/country and know the key features and landmarks in the UK.</p> <p>Know about London, including its location, geographical features and famous landmarks.</p> <p><i>Compare Urban and Rural landscapes.</i></p>	<p>Weather</p> <p>What is the weather like in the UK?</p> <p>Know about the seasons and seasonal changes.</p> <p>Know about and describe daily weather patterns.</p> <p>Transport:</p> <p>Know the continents of the world and locate the Kennedy Space Centre in North America.</p> <p>Know how to use compass directions to describe the position of it within the state of Florida.</p> <p>Know how to describe routes on grids using the four compass directions.</p>	<p>What is it like to live by the coast?</p> <p>Focus on comparing London with coastal regions.</p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> <p>Compare Urban, coastal and Rural landscapes.</p> <p>Know about natural habitats in our local area and compare with Australia.</p>
ART	<p><u>Access Art</u> Explore and draw</p>	<p><u>Access Art</u> Simple print making</p>	<p><u>Access Art</u> Making Birds: Sculptural project beginning with making drawings from observation, exploring media and transforming the drawings from 2D to 3D to make a bird.</p>
Design and	<p><u>Mechanisms: Wheels and axles</u></p>	<p><u>Food: Fruit and vegetables</u> Learn how to distinguish between fruit and vegetables and where they grow. Design a fruit</p>	<p><u>Textiles: Puppets</u> Explore methods of joining fabric.</p>

Technology	Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle. <u>Food: bread</u> The children will taste various breads and create their own recipe to make their own loaf of bread. The children will learn how to measure, mix, stir and knead ingredients. They will look at using ingredients to add flavour and shape their bread. <u>Structures: Tudor house</u> Model of a Great Fire of London House using recyclable materials (set on fire to show how quick the Great Fire of London spread) <i>*History and Geography link</i>		and vegetable smoothie and accompanying packaging.		Design and make a character-based puppet using a preferred joining techniques, before decorating (linked to Punch and Judy seaside shows)	
PE	Invasion Multi Skills-Throwing and catching Multi Skills-Ball skills Gymnastics		Multi Skills-Striking Dance Multi Skills-sending and receiving Netball skills		Inclusive sports Team games Net and wall Athletics	
PSHE	Scarf - Me and My Relationships	Scarf – Valuing Difference	Scarf – Keeping Safe (Scarf – Rights and Respect (year 1)	Scarf – Being my Best	Scarf – Growing and Changing
RE	Stories of Jesus: What can we learn from them?	Celebrations and festivals: Who celebrates what and why? Christmas, Diwali	Symbols in religious worship and practice: Symbols and artefacts. Christian and Jewish people	What do Jewish people believe about God, creation, humanity and the natural world?		How do we show we care for each other? Christians and Jewish people, non-religious world views
COMPUTING	Computing systems and networks – Programming and Beebots	Creating media Digital imagery	Data Handling Introduction to data	Programming Scratch Jnr	Creating media Stop motion Option 1: Using tablets Option 2: Using different programmes	Data handling
MUSIC	Singing (Harvest, Christmas carols and nativity) Timbre and rhythmic patterns (Theme: Fairytales)		Dynamics, timbre, tempo and motifs (Theme: Space) African call and response song (Theme: Animals)		Vocal and body sounds (Theme by the sea)	

	Myths and legends		Musical vocabulary (Theme: Under the sea)
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