Curriculum Long Term Overview
Year 1 and 2

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital.	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values (website)

Togetherness	Respect	Resilience	Ambition	Pride

British Values (statement)

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance

2020/2021 – Rotation A

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
		Through my window-The Four Seasons Seasons/weather hot and cold places Local study – Broadway **Walk around Broadway** Enrichment Community	**Ferocious Fire / Fire, Gunpowder, Treason and Plot – 2.** Great Fire of London, 1. Gunpowder plot Beyond living memory – significant nationally or globally **Trip to Fire Station** **Community Aspirations**	**Amazing Africa** contrasting locality non- European Madagascar **African workshop** **Knowledge and Skills Enrichment Challenge**	**People who have changed our lives for the better / Explorers / Spectacular Space** Neil Armstrong/Tim Peake Significant others Florence Nightingale/Mary Seacole Nurse **Trip: We are Curious- Bristol- planetarium** **Enrichment Aspirations Community**	
• **History / Geography**	• Geography Year 1 • I can explain where I live and tell someone my address. • I can name the four countries in the UK and locate them on a map. • I can keep a weather chart and answer questions about the weather. • I can explain how the weather changes throughout the year and name the seasons. • Geography Year 2 • I can say what I like and do not like about the place I live in.	History Year 1 • I can spot old and new things in a picture. • I can use words like old, new and a long time ago. • I can explain what an object from the past might have been used for. History Year 2 • I can use words and phrases like: before, after, past, present, then and now. • I can answer questions using books and the internet. • I can recount the life of someone famous from Britain who lived in the past.	Geography Year 1 • I can explain some of the main things that are in hot and cold places. • I can explain the clothes that I would wear in hot and cold places. Geography Year 2 • I can describe a place outside Europe using geographical words. • I can explain how jobs may be different in other locations.	History Year 1 • I can explain how some people have helped us to have better lives. History Year 2 • I can recount the life of someone famous from Britain who lived in the past. • I can explain what they did earlier and what they did later. • I can research the life of a famous person from the past using different sources of evidence.	

	• I can explain how a place has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can find where I live on a map of the united kingdom.	• I can explain what they did earlier and what they did later.		
Science **Throughout ALL topics** I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions	Year 1 • I can name a variety of common wild and garden plants. • I can observe and comment on changes in the seasons. • I can name the seasons and suggest the type of weather in each season. TAF: Describe seasonal changes. [year 1]	Year 1 • I can distinguish between an object and the material it is made from. • I can explain the materials that an object is made from. • I can name wood, plastic, glass, metal, water and rock. • I can describe the properties of everyday materials. • I can group objects based on the materials they are made from. Year 2 • I can identify things that are living, dead and never lived. TAF: Identify whether things are alive, dead or have never lived. [year 2]	Year 1 • I can name a variety of animals including fish, amphibians, reptiles' birds and mammals. • I can classify and name animals by what they eat (carnivore, herbivore and omnivore). • I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). Year 2 • I can explain the basic stages in a life cycle for animals, including humans. • I can describe what animals and humans need to survive. TAF: Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] TAF: Describe and compare the observable features of animals from a range of groups. [year 1] Group animals according to what they eat. [year 1] Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships. [year 2]	Year 2 • I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I can suggest why a material might or might not be used for a specific job. • I can explore how shapes can be changed by squashing, bending, twisting and stretching. TAF: Distinguish objects from materials, describe their properties, identify and group everyday materials. [year 1] and compare their suitability for different uses. [year 2]
Art	William Morris focus Year 1 • I can create a repeating pattern in print. • I can use IT to create a picture. • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. Year 2 • I can create a printed piece of art by pressing, rolling, rubbing and stamping. • I can use different	ICT Firework picture Year 1 • I can use IT to create a picture. Year 2 • I can use different effects within an IT paint package.	African art/clay Year 1 • I can cut, roll and coil materials. Year 2 • I can make a clay pot. • I can join two clay finger pots together.	Broadway Arts Festival Objectives set according to festival themes.

	effects within an IT paint package.			
Design Tech	Textiles – printing fabric Year 1 - I can use my own ideas to make something. - I can make a simple plan before making. Year 2 - I can explain why I have chosen specific textiles. - I can explain what went well with my work.	Structure - Tudor houses Year 1 - I can make my model stronger. Year 2 - I can think of a plan idea and plan what to do next. (To create a Tudor village to set fire to) Moving - Model fire engine Year 1 - I can describe how something works. - I can make a product that moves. - <u>I can make a simple plan before making (repeated).</u> - I can explain to someone else how I want to make my product. - I can choose appropriate resources and tools. Year 2 - <u>I can think of a plan idea and plan what to do next (repeated).</u> - I can choose tools and materials and components and explain why. I have chosen them. - I can measure materials to use in a model or structure. - I can join materials and components in different ways. - <u>I can explain what went well with my work (repeated).</u>		Food Tech- space fruit salad Year 1 - I can cut food safely. Year 2 - I can describe the ingredients I am using.
Computing	Taking photos Year 1 - I can use a camera. - I can create digital content. - I can store digital content. - I can retrieve digital content. Year 2 - I can organise digital content. - I can retrieve and manipulate digital content.	Creating ICT art Year 1 (Repeated) - I can create digital content. Year 2 (Repeated) - I can organise digital content. - I can retrieve and manipulate digital content.	Bee-bot Year 1 - I can plan a journey for a programmable toy. Year 2 - I can use a range of instructions (e.g. direction, angles, turns). - I can test and amend a set of instructions. - I understand that programmes require precise instructions.	Scratch Year 1 - I can create a series of instructions. Year 2 - I can find errors and amend. (debug). - I can write a simple program and test it. - I can predict what the outcome of a simple program will be (logical reasoning). - I understand that algorithms are used on digital devices.
E-safety Unit	**E-safety:** Introduction of school rules, what to do, how school protects, etc. **E-Safety**: Keep it private (Y1) What kinds of information should you keep to yourself when you use the internet?	BIG FOCUS <u>Digital literacy</u> <u>Year 1</u> - I can use technology safely. - I can keep personal information private. <u>Year 2</u> - I can use technology	**E-Safety**: Using keywords (Y2) Which keywords will give you the best search results? (Link to animal research)	**E-Safety**: Sites I like (Y2) What makes a website the right site for you? **(**Link to information about Neil Armstrong**)**

Broadway First School, April 2020

(Link to SMSC).	respectfully. • I know where to go for help if I am concerned. • I know how technology is used in school and outside of school. **E-Safety**: My creative work (Y1) How do you give credit to your own work? (Link to ICT picture) **E-Safety**: Sending email (Y1) How do you connect with others by email? (Link to diary entries from today)		

	Christians	Muslims	Jews
Religious Ed Year A – **Christians:** What do Christians believe and why is the bible important to them? **Muslims**: What do Muslims believe and why is the Qu'ran important to them? **Jewish:** What do Jewish people believe and why is the Tenakh important to them?	**Believing** Who is a Christian and what do they believe? (pg 36) What can we learn from sacred books? (pg 39) **Expressing** What makes some places sacred? (pg 40) How and why do we celebrate special and sacred times? (pg 41)	**Believing** Who is a Muslim and what do they believe? (pg 37) What can we learn from sacred books? (pg 39) **Expressing** What makes some places sacred? (pg 40) How and why do we celebrate special and sacred times? (pg 41)	**Believing** Who is Jewish and what do they believe? (pg 38) What can we learn from sacred books? (pg 39) **Expressing** What makes some places sacred? (pg 40) How and why do we celebrate special and sacred times? (pg 41)

SMSC	**All about me, year 1** • I can show respect to others. • I can identify and respect the differences and similarities between people. • I can talk about my family and describe why they are important to me. • I can describe the characteristics of healthy family life. • I can tell you who I would call on for help. 5 TRUSTED ADULTS • I can convey manners and courtesy. • I can describe the characteristics of healthy family life.	**Friendships online year 2** Year 1 • I can describe how important friendships are in making me feel happy and secure. • I can recognise the difference between secrets and nice surprises (that everyone will found out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	**Our Values** Year 1 • I can recognise the importance of respecting others, even when they are very different from me. • I can appreciate families, either in school or in the wider world, sometimes look different from my family. Year 2 • I can explore the variety of jobs that are available to all people equally.	**Online healthy me year 1 Year 2** • I can explore how individual people have changed the world.

PE	**Team Games Throwing, catching & bouncing** Year 1 • I can throw underarm • I can throw and catch with both hands • I can throw and kick in different	**Team Games Aiming - Hoop doubles** Year 1 • I can throw underarm (repeated) • I can use equipment safely Year 2 • I can follow	**Team Games Rolling – Handball** Year 1 • I can move and stop safely • I can use equipment safely Year 2 • I can use	**Team Games Kicking – football** Year 1 • I can throw and kick in different ways. • I can use equipment safely Year 2 • I can use	**Athletics** Year 1 • I can copy actions • I can repeat actions and skills • I can use equipment safely Year 2 • I can copy	**Team Games Hitting – Badminton/Golf** Year 1 • I can hit a ball with a bat • I can use equipment safely Year 2 • I can use

	ways. • I can use equipment safely Year 2 • I can use one tactic in a game • I can follow rules **Gymnastics** Year 1 • I can make my body curled, tense, stretched and relaxed • I can control my body when travelling and balancing Year 2 • I can perform a sequence of movements • I can work on my own and with a partner	rules **Dance** Year 1 • I can copy dance moves • I can move safely in a space Year 2 I can make a sequence by linking sections together I can use dance to show a mood or feeling	hitting, kicking and/or rolling in a game • I can use one tactic in a game • I can follow rules **Gymnastics** Year 1 • I can copy sequences and repeat them • I can roll, curl, travel and balance in different ways Year 2 • I can think of more than one way to create a sequence which follows some 'rules' • I can improve my sequence based on feedback	hitting, kicking and/or rolling in a game • I can decide the best space to be during a game • I can follow rules **Dance** Year 1 • I can move to music • I can make up a short dance Year 2 • I can dance with control and coordination • I can change rhythm, speed, level and direction in my dance	and remember actions • I can talk about what is different from what I did and what someone else did	hitting, kicking and/or rolling in a game • I can follow rules
Music	Year 1 Seasons Weather	Year 2 Story time	Year 1 Animals WORKSHOP	WHOLE SCHOOL PERFORMANCE		
English genres and books to use	**Through my window-The Four Seasons** **Poetry:** Out and About by Shirley Hughes **Narrative**: Tidy by Emily Gravett TOPIC focus: **Informal Letter-** LINKS: address	**Ferocious Fire / Fire, Gunpowder, Treason and Plot** **Narrative:** Vlad and the Great Fire of London by Kate Cunningham and Sam Cunningham **Non-fiction Diary Entry** Samuel Pepys by Izzie Howell **Topic focus: Recount- SATs Evidence** Trip to fire station	**Amazing Africa** **Narrative** -SATs Evidence-Meerkat Mail **Digital** Catch it- Literacy Shed film **Non Chronological Report-** SATs Evidence- Animal facts- linked to Science and Computing **The Amazing Animal Atlas** by Dr Nick Crumpton & Gaia Bordicchia	**People who have changed our lives for the better / Explorers / Spectacular Space** Neil Armstrong/Tim Peake **Narrative:** Man on the Moon by Simon Bartram **Instruction Writing:** Linked to scratch Astronauts Handbook- Usborne How to be a space explorer by Lonely Planet Kids How to be an Astronaut and Other Space Jobs: The Ultimate Guide to Working in Space Paperback by Dr Sheila Kanani		
Maths unit links	Link to tally charts, bar charts- number of plants, vehicles. Weather diaries	Numbers	Bar charts- favourite animals Shapes- printing	3D shapes		
Links to British Values	**Democracy**	**Individual Liberty Rule of Law**	**Mutual Respect & Tolerance**	**Individual Liberty Mutual Respect & Tolerance**		
School Value Links	Togetherness- establishing class rules and routines.	Guy Fawkes – How did he show ambition? Did he show respect?	Animal survival – Resilience Different cultures - Pride	Making changes/Pioneers – Resilience and Ambition		
Enrichment / Community	Enrichment & Community: Year 1 Forest School- link to seasons and local plants. Community: THEN Year 2s **Walk around Broadway**	Community & Aspirations: Trip to Fire Station	Knowledge and Skills & Enrichment, Challenge: African music/ dance workshop	Enrichment, Aspirations, Community: Trip to We Are Curious Planetarium Broadway Arts Festival		

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Tales of Time/My Timeline Significant historical events/people/places in own locality Trip to Broadway Tower- local historian ==**Enrichment Community**==	**Explorers- Pole to Pole** Continents / UK **Hook- Lempen puppets- recycling theme** ==**Enrichment Inspire Aspirations**==	**Scotland- Katie Morag Trip to Cotswold Farm Park- link to Scottish animals** ==**Community Knowledge and Skills**==		**Toys** Living Memory – Changes in national life **Visit Toy Museum, Bourton-on-the-water** ==**Knowledge and Skills Inspire**==	
History Geography	History Year 1 • I can spot old and new things in a picture. • I can recognise that some objects belonged to the past. History Year 2 • I can answer questions using books and the internet.	Geography Year 1 • I can explain some of the main things that are in hot and cold places. • I can explain the clothes that I would wear in hot and cold places. Geography Year 2 • I can describe some of the features of an island. • I can name the continents of the world and locate them on a map. • I can name the world's oceans and locate them on a map.	Geography Year 1 • I can name some of the main towns and cities in the UK. Geography Year 2 • I can say what I like and do not like about a different place (somewhere I don't live). • I can say how an area has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I can name the capital cities of England, Wales, Scotland and Ireland		History Year 1 • I can use words like old, new and a long time ago. • I can ask and answer questions about new and old objects. • I can explain what an object from the past might have been used for. • I can explain how I have changed since I was born. History Year 2 • I can use words and phrases like: before, after, past, present, then and now. • I can give examples of things that were different when my grandparents were children. • I can find out about the past by talking to an older person.	
Science I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions	Year 1 • I can name the petals, stem, leaf and root of a plant. • I can name the roots, trunk, branches and leaves of a tree. Year 2 • I can describe how seeds and bulbs grow into plants. • I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature). • TAF: describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]	Year 2 • I can describe how a specific habitat provides for the basic needs of things living there (plants and animals). • I can identify and name plants and animals in a range of habitats. • I can match living things to their habitat. • I can describe how animals find their food. • I can name some different sources of food for animals. • I can explain a simple food chain.	Year 1 • I can sort living and non-living things. • I can name the parts of the human body that I can see. • I can link the correct part of the human body to each sense. Year 2 • I can describe why exercise, a • balanced diet and good hygiene are important for humans TAF: • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]		REPEATED Year 2 • I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I can suggest why a material might or might not be used for a specific job. • I can explore how shapes can be changed by squashing, bending, twisting and stretching. TAF: distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].	
Art	Significant artists from around the world/local artists in Broadway Year 1	Pole Art Year 1 • I can name the primary	Scottish artist Mairi Hedderwick Shirley McArthur Year 1		Still life drawings- linked to trip • I can use pencils to create lines of different	

	• I can show how people feel in paintings and drawings. • I can create moods in art work. • I can describe what I can see and give an opinion about the work of an artist. • I can ask questions about a piece of art. Year 2 • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist.	and secondary colours. Year 2 • I can mix paint to create all the secondary colours. • I can create brown with paint. • I can create tints with paint by adding white. • I can create tones with paint by adding black.	• I can use pencils to create lines of different thickness in drawings. • <u>I can describe what I can see and give an opinion about the work of an artist (repeated).</u> • <u>I can ask questions about a piece of art (repeated).</u> Year 2 • I can choose and use three different grades of pencil when drawing. • I can use charcoal, pencil and pastel to create art. • I can use a viewfinder to focus on a specific part of an artefact before drawing it.	<u>thickness in drawings. (repeated)</u> Year 2 • <u>I can choose and use three different grades of pencil when drawing. (repeated).</u> • <u>I can use charcoal, pencil and pastel to create art. (repeated).</u> • <u>I can use a viewfinder to focus on a specific part of an artefact before drawing it. (repeated).</u>
Design Tech	Textile: sewing a bookmark Year 1 • I can use my own ideas to make something. • I can make a simple plan before making. Year 2 • I can explain why I have chosen specific textiles. • I can explain what went well with my work.	**Structure – igloo focus** **Large class structure using plastic bottles, individual using sugar cubes** Year 1 • I can make my model stronger. Year 2 • I can think of a plan idea and plan what to do next. • I can choose tools and materials and components and explain why I have chosen them.	**Food Tech: Shortbread** Year 1 • I can choose appropriate resources and tools. • I can cut food safely. Year 2 • I can describe the ingredients I am using.	Moving – toys Year 1 • I can describe how something works. • I can make a product that moves. • <u>I can make a simple plan before making (repeated).</u> • I can explain to someone else how I want to make my product. • <u>I can choose appropriate resources and tools (repeated).</u> Year 2 • <u>I can think of a plan idea and plan what to do next (repeated).</u> • <u>I can choose tools and materials and components and explain why I have chosen them (repeated).</u> • I can measure materials to use in a model or structure. • I can join materials and components in different ways. • <u>I can explain what went well with my work.</u>
Computing	Photographs- add in what it might look like in the future Year 1 • I can use a camera. • I can create digital content. • I can store digital content. • I can retrieve digital content. Year 2 • I can organise digital content. • I can retrieve and manipulate digital	Research Year 1 • I can use a web site. Year 2 • I can navigate the web to complete simple searches.	Record instructions (I can cook) Year 1 • I can record sound and play back. • I can store digital content. • I can retrieve digital content. Year 2 • I can organise digital content. • I can retrieve and manipulate digital content.	Lego robotics Year 1 (repeated) • I can create a series of instructions. • I can plan a journey for a programmable toy. Year 2 (repeated) • I can use a range of instructions (e.g. direction, angles, turns). • I can test and amend a set of instructions. • I can find errors and amend. (debug) • I can write a simple

	content.			• I can predict what the outcome of a simple program will be (logical reasoning). • I understand that algorithms are used on digital devices. • I understand that programmes require precise instructions.
E-safety Unit	**E-safety**: Introduction of school rules, what to do, how school protects, etc **E-Safety**: [Screen out the mean](#) (Y2) What can you do when someone is mean online? (Link to SMSC)	**E-Safety**: [A-B-C searching](#) (Y1) How can you use the alphabet to find things online? **E-Safety**: [Going Places Safely](#) (Y1) How do you go places safely? (Link to fining out info and travel)	**E-Safety**: [Staying safe online](#) (Y2) How do you stay safe when you visit a website? (Link to SMSC)	**E-Safety:** [Follow the digital trail](#) (Y2) What information is ok to have on your digital footprint?
Religious Ed **Places of worship** What makes some places sacred? **Comparing Festivals** Christmas, Easter, Ramadan, Eid, Shabbat, Pesach, Chanukah, Sukkot. **Community and others**	**Christians** **Living** What does it mean to belong to a faith community? (pg 42) How should we care for others and the world, and why does it matter? (pg 43)	**Muslims** **Living** What does it mean to belong to a faith community? (pg 42) How should we care for others and the world, and why does it matter? (pg 43)	**Jews** **Living** What does it mean to belong to a faith community? (pg 42) How should we care for others and the world, and why does it matter? (pg 43)	
SMSC	**Making choices Year 2** • I can begin to understand self-respect and see how this links to their own happiness. • I can celebrate my strengths and set simple but challenging goals. • I can understand what 'body image' is.	**Problematic plastic Year 2** • I can think about what job I would like to do and how it helps the world.	**Body Parts Year 2** • I can understand the importance of basic hygiene. **Healthy me Year 1** • I can understand why healthy eating is important. • I can understand basic dental health. • I can explain the benefits of sleep. • I can explain the difference between good and difficult feelings. • I can understand that my body belongs to me, and I know there are differences between appropriate and inappropriate or unsafe physical, and other, contact. **Year 2** • I can understand how germs are spread. • I can understand the purpose of vaccinations.	**Where does money come from? Year 1** • I can explain what I can buy with money. • I can explain what I cannot buy with money. • I can explain what 'saving' means.
PE	**Team Games** Throwing,	**Team Games** Aiming - Hoop	**Team Games** Rolling –	**Team Games** Kicking – football	**Athletics** Year 1	**Team Games** Hitting –

Physical Education

catching & bouncing
Year 1
- I can throw underarm.
- I can throw and catch with both hands.
- I can throw and kick in different ways.
- I can use equipment safely.

Year 2
- I can use one tactic in a game.
- I can follow rules.

Gymnastics
Year 1
- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.

Year 2
- I can perform a sequence of movements.
- I can work on my own and with a partner.

doubles
Year 1
- I can throw underarm (repeated).
- I can use equipment safely.

Year 2
- I can follow rules.

Dance
Year 1
- I can copy dance moves.
- I can move safely in a space.

Year 2
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

Handball
Year 1
- I can move and stop safely.
- I can use equipment safely.

Year 2
- I can use hitting, kicking and/or rolling in a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics
Year 1
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

Year 2
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can improve my sequence based on feedback.

Year 1
- I can throw and kick in different ways.
- I can use equipment safely.

Year 2
- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be during a game.
- I can follow rules.

Dance
Year 1
- I can move to music.
- I can make up a short dance.

Year 2
- I can dance with control and coordination.
- I can change rhythm, speed, level and direction in my dance.

- I can copy actions.
- I can repeat actions and skills.
- I can use equipment safely.

Year 2
- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.

Badminton/Golf
Year 1
- I can hit a ball with a bat.
- I can use equipment safely.

Year 2
- I can use hitting, kicking and/or rolling in a game.
- I can follow rules.

Music	Year 2 Our land	Year 2 Water	Year 1 Our selves, Our bodies	Year 2 Toys WHOLE SCHOOL PERFORMANCE
English genres	**Tales of Time/My Timeline** **Poetry:** On the Road by Susan Stegall (English sequences) **Narrative:** Through my window by Tony Bradman	**Explorers- Pole to Pole** SATS evidence: **Narrative:** Lost and found video **Non- chronological reports-** Could a Penguin ride a bike? by Bitskoff and Bedoyere	**Scotland- Katie Morag** SATS evidence: **Narrative:** Katie Morag and the two Grandmothers **Instructions:** How to make a shortbread biscuit- children's recipe book Topic writing: Informal letter writing- letter to Grandmother	**Toys** SATS evidence: **Narrative:** Traction Man by Mini Grey Recount: trip **Non- chronological reports-** Wanted the Perfect Pet by Fiona Roberton- Linked to adverts (English sequences)
Maths unit links	Tally charts, bar charts and pictograms Length- measuring plants		Tally charts, bar charts and pictograms	Ordering height, mass
Links to British Values	**Democracy**	**Individual Liberty**	**Mutual Respect & Tolerance**	**Rule of Law** **Individual Liberty**
School Value	Togetherness- establishing class rules and routines	Exploring/Pioneers - Resilience and Ambition	Environment/Making changes – Respect and Pride	Inventing toys – Ambition and Pride

Links				
Enrichment / Community	Enrichment and Community: Year 1 Forest School- link to seasons and local plants. THEN Year 2s Trip to Broadway Tower- local historian	**Enrichment & Inspire:** **Hook- Lempen puppets- recycling theme** **Aspirations:** **Focus on recycling, caring for planet**	Community & Knowledge and Skills: Trip to Cotswold Farm park	**Knowledge and Skills:** **Visit Toy Museum, Bourton-on-the-water**