




	Autumn	Spring	Summer
Big question	 <p>Where will my footsteps take me?</p> <p>A Geography based topic which will:</p> <ul style="list-style-type: none"> • Develop simple fieldwork and observational skills to study the geography of our school grounds and Frodsham. • Recognise & compare the key human and physical features of Frodsham. • Use simple compass directions – North, south, east & west. • Develop map skills when creating a mood map of special places in Frodsham. 	 <p>What would life be like if I lived in a country in Africa?</p> <p>A geography topic where children will learn about the geographical similarities & differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Find out what life is like in a range of African countries. • Discover the human and physical features of the continent. <p>Develop an understanding of the diversity of the African continent.</p>	 <p>What was it like when the Queen came to the throne in 1953?</p> <p>A history focus where children will learn about event beyond living memory that was significant nationally or globally. Children will:</p> <ul style="list-style-type: none"> • Find out what a coronation is & what one looks like. • Research what they would have done after school if they had lived in 1953. • Research what their favourite football team have looked like in 1953? Or, what their favourite dress have looked like in 1953? • Find out about the British Empire. • Explore what jobs the Queen does & why she is the longest serving British monarch. • Research key events that have happened since the Queen has reigned? • Work out how much our shopping basket have cost in 1953?

Wow Starter	Photographs of the local area – Quiz.	Drumming workshop/ Year 5 share their drumming skills from AEMS residential. Ride of passage – literacy shed.	Watch the coronation/ re enact it.
History			Events beyond living memory that were significant nationally or globally.
Geography	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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	
Art	Children will take photographs of famous landmarks in Frodsham & then look at work of a range of artists before creating large scale artworks combining visual & tactile elements.	Combine pattern & texture to produce traditional African artwork.	Design their own football kit based around this time or design a special dress that might have been worn at this time.
Art skills and elements taught through the class theme highlighted	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage	Digital media Painting Printing Textiles 3D Collage
DT	3d models of local buildings.	Make traditional African food.	
D & T skills taught through a designing and making project linked to class theme highlighted	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas	Evaluating Sheet materials Construction Textiles Food Developing, planning and communicating ideas
Numeracy	Number and place value – Count in steps of 1, 2, 5 and 10, from any number forwards or backwards. Read, write & order two-digit numbers and show what each digit stands for. Shapes & patterns – identify & learn properties of	Number and place value – Read, write & order two-digit numbers up to 100. . Recognise odd & even numbers. Partition numbers in different ways. Use the < and > signs. Recognise and use symbols for pounds	Number and place value – Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. Read, write, compare & order numbers to 100. More or less than any given number to 100. Recognise the coins &

	<p>2d & 3d shapes.</p> <p>Addition & subtraction – Add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero. Use the addition (+), subtraction (-) and equals (=) signs. Understand that subtraction is the inverse of addition and vice versa. Find the difference between two numbers by counting on.</p> <p>Multiplication and division – count on or back in twos, fives and tens & use this knowledge to derive the multiples of 2, 5 & 10. Represent repeated addition & arrays as multiplication & sharing and repeated subtraction (grouping) as division. Derive & recall multiplication facts for the 2, 5 & 10 times-tables & the related division fact. Understand that halving is the inverse of doubling & derive & recall doubles of all numbers to 20 & the corresponding halves. Use the symbols \times, \div and = to record & interpret number sentences.</p> <p>Fractions, position and movement– recognise, find, name and write one-half and one-quarter of shapes, lengths and quantities. Make whole, half, quarter and three-quarter turns. Use units of time and know the relationships between them. Read and write the time to the quarter hour.</p> <p>Measures – Explore measures & use them in practical activities. Estimate, compare and order length, height, mass and capacity. Measure length, height, mass and capacity choosing and using suitable standard units and measuring instruments. Read numbers on a scale.</p>	<p>(£) and pence (p) and combine amounts to make a particular value</p> <p>Shapes & patterns – describe & continue patterns including the number of edges, vertices & faces. Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes.</p> <p>Addition & subtraction – Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number. Recall and use addition and subtraction facts to 20 fluently, & derive & use related facts up to 100. Use practical and informal written methods to add & subtract two-digit numbers. Recognise & use the inverse relationship between addition & subtraction. Total different coins & give change.</p> <p>Multiplication and division – count on & back in steps of 2, 5 or 10. Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division. Use the symbols \times, \div and = to record and interpret number sentences. Continue to learn facts from the 2, 5 & 10 times tables & double & half numbers.</p> <p>Fractions, position and movement – Recognise, find, name and write one-half, one-quarter and three-quarters of shapes, lengths and quantities. Know that a right angle represents a quarter turn. Describe, follow and give instructions involving position, direction and movement. Read and write the time to the quarter hour.</p> <p>Measures – Estimate, compare and order length, height, mass and capacity.</p>	<p>notes.</p> <p>Shapes & patterns – name & sort 2-D & 3-D shapes & talk about their properties. Draw a line of symmetry on a shape.</p> <p>Addition & subtraction – Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Work out the missing number in a number sentence such as $14 + \square = 35$</p> <p>Use formal written methods to add and subtract two-digit numbers. Add and subtract money of the same unit, including giving change.</p> <p>Multiplication and division – multiply and divide in different ways. Use the symbols \times, \div and = to record and interpret number sentences and calculate the value of an unknown. Know 2, 5 and 10 times-tables and the division facts that go with them.</p> <p>Fractions, position and movement – Recognise $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of shapes, lengths and quantities. Recognise the equivalence of two quarters and one half. Recognise and use whole, $\frac{1}{2}$, $\frac{3}{4}$ & $\frac{1}{4}$ turns, both clockwise and anticlockwise. Identify time intervals, including those that cross the hour.</p> <p>Measures – use scales to measure weight in kilograms and half-kilograms. Measure length, height, mass, capacity and temperature, choosing and using suitable standard units and measuring instruments. Read scales marked in 2s, 5s and 10s. Measure and draw lines to the nearest centimetre.</p>
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<p>Literacy The Lighthouse keeper stories. Katie Morag stories. Where will my footsteps take me?</p>	<p>Stories with familiar settings <u>Reading outcome:</u> Making inferences on the basis of what is being said & done. Discuss sequence of events in books & how items of information are related. <u>Written outcome:</u> Biography/letter & story writing. <u>Grammar outcome:</u> Use of subordination & co-ordination. Traditional Stories: <u>Reading outcome:</u> become familiar with & retell a wider range of stories, fairy tales & traditional tales making inferences on the basis of what is being said & done. <u>Written outcome:</u> writing narratives about personal experiences & those of others. Plan & write a retelling of a traditional story in role of one of the characters. <u>Grammar outcome:</u> Use of capital letters & full stops. To use noun phrases for description. Instructions <u>Reading outcome:</u> Introduced to non-fiction books that are structured in different ways. <u>Written outcome:</u> Write a series of instructions including diagrams. <u>Grammar outcome:</u> Review the idea of a command.</p>	<p>Different stories by same author <u>Reading outcome:</u> Children read and discuss books looking at the features that make them distinctive. They use skills of inference to interpret the stories <u>Written outcome:</u> create characters for an illustrated story book of their own. <u>Grammar outcome:</u> Using past tense consistently; using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; using expanded noun phrases; using familiar and new punctuation correctly Explanations <u>Reading outcome:</u> Introduced to non-fiction books that are structured in different ways. <u>Written outcome:</u> produce a simple flowchart or diagram and record a series of sentences to support the explanation. <u>Grammar outcome:</u> how the grammatical pattern in a sentence indicates its function – questions & statements. Information texts <u>Reading outcome:</u> being introduced to non-fiction books that are structured in a different way. Answering & asking questions. <u>Written outcome:</u> assemble information on a subject, sorting & categorising information; use comparative language to describe & differentiate. <u>Grammar outcome:</u> Subordination (using when, if, that, because) & co-ordination (using or & but) Silly stuff poetry <u>Reading outcome:</u> hear, read and respond to silly poems and other humorous texts that</p>	<p>Stories by significant authors <u>Reading outcome:</u> making inferences, explaining & understanding of books, poems & other material. Discuss the sequence of events in books and how items of information are related. <u>Written outcome:</u> Biography/letter & story writing.. <u>Grammar outcome:</u> subordination (using when, if that, because) & coordination (or & but) Non chronological reports Linked to science and preparations for SAT’s long writing task <u>Reading outcome:</u> Answering and asking questions. Introduced to non-fiction books that are structured in different ways. <u>Written outcome:</u> assemble information on a subject, sorting & categorising information, using comparative language to describe and differentiate. <u>Grammar outcome:</u> subordination (using when, if that, because) & coordination (or & but) Really looking poetry <u>Reading outcome:</u> Discuss their favourite words & phrases. <u>Written Outcome:</u> write down ideas and/or key words, including new vocabulary. Write & perform own poems. <u>Grammar outcome:</u> To use noun phrases for description.</p>
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			play with language, for example riddles, language puzzles, jokes, nonsense sentences, etc. <u>Written Outcome:</u> write own silly poems as a way of exploring language use. <u>Grammar outcome:</u> To use adventurous language and rhyming words.			
Read Write Inc						
<u>Terminology children MUST know by the end of Year 2</u>						
Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase.						
Science	What is our school made of? In this unit children will focus on: <ul style="list-style-type: none"> Identifying & comparing different materials. Materials used to build landmarks around Frodsham. Uses of different materials. Exploring how materials can be changed by squashing, bending, twisting & stretching. 		Can we grow our own salad in the school garden? In this unit the children will focus on: <ul style="list-style-type: none"> What plants and seeds need to grow. Growth – seeds and bulbs. 	SRE We will follow the Christopher Winter scheme of work and cover: <ul style="list-style-type: none"> Differences: male & female. Naming body parts. 	How could I be the next Paula Radcliffe? In this unit children will focus on: <ul style="list-style-type: none"> Exercise and healthy living What animals and humans need to survive. Animals have offspring, which grow to be adults. 	What lives in Delamere Forest? (Link to residential to Foxhowl) This unit will focus on: <ul style="list-style-type: none"> Habitats Living and non living things. Early food chains.
Computing	Illustrate a book	Collecting and presenting data	Publishing a newsletter Animate a moment in history	Programming on screen	Email	Contributing to Forums and Wiki's
Music	Create soundscapes about where their willies might take them.					
PE	Multi-skills: Throwing, catching, aiming	Multi-skills: Kicking, dribbling	Multi-skills: Hitting, dribbling	Team games: attack & defence	Tennis -Develop hitting skills	Multi-skills: Striking and fielding

	<p>-Master basic movements including throwing and catching, as well as developing coordination and begin to apply these in a range of activities.</p> <p>-Use rolling and catching skills in combination.</p> <p>Dance</p> <p>-Perform dances using simple movement patterns.</p>	<p>-Develop coordination and begin to apply these in a range of activities.</p> <p>-Participate in team games.</p> <p>Gym</p> <p>-Master basic movements including jumping as well as developing balance, agility and coordination.</p>	<p>-Develop coordination and begin to apply these in a range of activities.</p> <p>-Participate in team games.</p> <p>Dance</p> <p>-Perform dances using simple movement patterns.</p>	<p>-Participate in team games, developing simple tactics for attacking and defending.</p> <p>Gym</p> <p>-Master basic movements including jumping as well as developing balance, agility and coordination.</p>	<p>as well as coordination and begin to apply these in tennis activities.</p> <p>Dance</p> <p>-Perform dances using simple movement patterns.</p>	<p>-Master throwing, catching and hitting as well as developing coordination and begin to apply these in a range of activities.</p> <p>Athletics</p> <p>-Master basic movements including running, jumping and throwing and begin to apply these in a range of athletic activities.</p>
RE	<p>Good News</p> <p>How does the Bible show Jesus living his life as good news?</p> <p>How do you know when you feel better inside or outside?</p> <p>God</p> <p>What do some stories in the Bible teach about God?</p>	<p>Christian Community</p> <p>How do we know when someone belongs to a Christian community?</p> <p>What do Christians mean when they use the word church?</p> <p>Incarnation</p> <p>What does the visit of the magi tell Christians about Jesus?</p>	<p>Kingdom of God</p> <p>Why did Jesus tell his disciples to pray the Lord's Prayer: 'Your kingdom come?'</p>	<p>Forgiveness</p> <p>How does prayer help Christians start again?</p> <p>Salvation</p> <p>What do Christians believe about salvation (being rescued /found)?</p> <p>Resurrection</p> <p>Why is the resurrection story important for Christians?</p>	<p>Discipleship</p> <p>Why do Christians make promises at baptism?</p> <p>Holy Spirit</p> <p>What do Christian symbols teach about the Holy Spirit?</p> <p>Creation</p> <p>Why do Christians look after their local environment?</p> <p>Why do Christians say thank you at harvest time?</p>	<p>Judaism</p> <p>Covenant Shabbat; kosher prayer</p> <p>How do Jews keep their promise to G-d? (weekly)</p> <p>What does Torah teach about people who follow G-d?</p>
French						
PSHE	<p>Taking and sharing responsibility</p> <p>Feeling positive about themselves</p>	<p>Taking part in discussions</p> <p>Meeting/talking to people</p>	<p>Making real choices</p>	<p>Developing relationships</p>	<p>Considering social and moral dilemmas'</p>	<p>Asking for help</p>

Educational visits/celebration	Go on a treasure hunt around Frodsham using the History trail as a starter. Visit to New Brighton and the lighthouse.	Visit to Chester Zoo to see the animals that have been researched.	Carry out a mock coronation and invite parents to garden party.
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