

Cycle A For more detail please see our termly medium term plan (MTP) Parents' Letters which will be posted on the website at the start of every half term	Autumn 1: A long, long time ago – castles and knights	Autumn 2: A long, long time ago – kings and queens (frozen) <i>Linked to weather and Christmas</i>	Spring 1: Walk the Plank! – pirates	Spring 2: Walk the Plank! – under the sea	Summer 1: Is it a bird? Is it a plane? – superheroes, magic	Summer 2: Is it a bird? Is it a plane? – who am I? Famous people. People who help us.
Numeracy <i>Following the Derbyshire Syllabus</i> <i>Each week mastery from ncetm will be covered, examples from nrich will be covered and TAF examples and objectives will be covered.</i>	Week 1: Number and Place Value Week 2: Addition Week 3: subtraction Week 4: Measurement (height / length) Week 5: Geometry Week 5: measurement (money)	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (time) Week 4: Multiplication Week 5 : Division Week 6: Fractions Week 7: Statistics	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (mass) Week 4: Geometry Week 5: Measurement (money) Week 6: Multiplication and Division	Week 1: Addition and Subtraction Week 2: Measurement (Volume and Capacity) Week 3: Fractions Week 4: Geometry / Position and Direction Week 5: Measurement (time) Week 6: Statistics	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (time, money, temperature) Week 4: Geometry / Position and Direction Week 5: Multiplication and Division	Week 1: Addition and Subtraction Week 2: Multiplication and Division Week 3: Measurement (lengths, mass/weight, volume/capacity, time, money) Week 4: Statistics
Literacy <i>During each half term children will cover several genres of work embedding their SPAG and writing skills. Each half term children will cover non-fiction, fiction and poetry.</i>	Focus texts: Mike the knight The knight and the dragon Small knight and George The knight who wouldn't fight Knight in training There was an old dragon who swallowed a knight The Dragon and the Nibblesome Knight Focus genres: Setting descriptions, story writing, diary writing, letter writing, character description, acrostic poem, information page, trip recount	Focus texts: Frozen The Queen's knickers The Queen's hat The Royal Nappy Queen Victoria's knickers Cinderella's bum The New Royal Baby Focus genres: retelling stories, writing stories in the style of, royal family fact files, haiku and other syllable poems, weather fact files, weather senses poems	Focus texts: 4 x Pirate Pete Pirates love underpants Pirates in Pyjamas Pirate Pete and his smelly feet How to be a pirate Night Pirates Focus genres: instructions eg how to make a pirate hat, how to sail a ship, how to be a pirate. Newspaper articles, labels, glossary and nonfiction pages linking to famous pirates etc. Rhyming couplet poetry.	Focus texts: Tiddler The fish who could wish Sharing a Shell Finding Nemo Bright Stanley Focus genres: diaries, letters, recounts, persuasive writing e.g. house for sale. Invitations, lists, captions, explanation texts, leaflets	Focus Texts: Supertato If I were a superhero Mr Men Superheroes Superhero ABC Elliot midnight superhero Super Daisy Focus genres: character descriptions, story planning and writing, letters, diaries, recounts, persuasive writing, ABC poetry.	Focus texts: The story of Robin Hood The Baker's Boy and the great fire of London The story of Florence Nightingale Focus genres: first person dairies, newspaper reports, recounts of events, opinionated letters, person fact files, shape poems, acrostic poems.
Y1 phonics <i>Every morning children will have a phase 5 phonics lessons in preparation for the year 1 phonics screening.</i> <i>Homework set each week will be linked to this</i> <i>Every half term children will have a phonics assessment test to check which sounds they are familiar with. They will also do a reading and spelling test for CEW and HFW which will be uploaded on to Tapestry.</i> <i>Throughout the year they will have regular practice of phonics screening tests.</i>	<u>Phase 3 and 4 recap</u> Week 1: j v w x y Week 2: z zz wu sh ch Week 3: th ng ai ee igh Week 4: oa oo oo ar or ur Week 5: ow oi ear air er ure Week 6: phase 4 week 1 and 2	Week 1: phase 4 week 3 and 4 <u>Phase 5 a sound a week linked to SPAG skills</u> Week 2: ay (linked to ai) Week 3: ou (linked to ow) Week 4: ie (linked to igh and i) Week 5: ea (linked to ee) Week 6: oy (linked to oi)	Week 1: ir (linked to ur and er) Week 2: ue (linked to oo oo) Week 3: aw (linked to or) Week 4: wh (linked to w) Week 5: ph (linked to f) Week 6: ew (linked to ue oo oo)	Week 1: oe (linked to oa) Week 2: au (linked to or) Week 3: a-e (linked to ay ai) Week 4: e-e (linked to ee ea) Week 5: i-e (linked to igh ie) Week 6: o-e (linked to oa)	Week 1: u-e (linked to oo ew) <u>Phase 5 recap a sound a day</u> <i>Linked to SPAG, past sounds etc</i> Week 2: ay ou ie ea Week 3: oy ir ue aw Week 4: wh ph ew oe au Week 5: a-e e-e i-e o-e u-e	<u>Phase 5 extra coverage of sounds taught in SPAG / not in phonics test</u> Week 1 i = I as in find, o to make oa as in cold, c to s as in cent Week 2 g to make j as in giant, ow to make oa as in blow, ie to make ee as in field Week 3 a to make o after wh or qu as in what, y to make I as in by, y to make ee as in happy Week 4 ch to make k as in school, ch to make sh as in chef
Y1 SPAG <i>3 x a week in the pm children will focus on year 1 SPAG skills.</i>	Compound Words Division of words into syllables Capital letters and full stops	Words ending in 'y' Plurals 's' and 'es' Suffix –ed (past and present tense) Suffix –ing	Suffix –er (to adjectives) Suffix –est Tch spelling Ph spelling Wh spelling	Prefix -un Conjunction 'and' Capital Letters for Proper Nouns (also covering common nouns) Days of the week	Questions Exclamations Commands Statements	Identifying adjectives, verbs, nouns, proper nouns, adverbs
Y2 SPAG <i>Every morning year 2 children will learn year 2 SPAG skills with support and will apply these independently in their afternoon sessions.</i>	Suffix 'ment' Suffix 'ness' Suffix 'ful' Suffix 'less' Suffix 'ly'	Contractions Syllables in words Conjunctions Proper Nouns (common) Expanded noun phrases Four sentence types (questions, exclamations, statements and commands)	Singular possessive apostrophe Homophones and near homophones Past and present tense Subordination and coordination	Adding –es to words ending y Adding –ing to words ending y,e or single consonant Adding –ed to words ending y,e or single consonant Adding –er to words ending y,e or single consonant	Words ending –tion Dge spelling /s/ sound before e,l,y e.g. race, ice, cell Gn spelling	Wr spelling Le/el/il/al spellings Y at the end of words e.g. fly Ey e.g. monkey A after qu and w to make o Ar after w making or

				Adding –est to words ending y,e or single consonant		
Science	Y1: materials Y2: use of every day materials <i>Linked to best material to make a shield etc</i>	Y1: Seasonal Changes <i>Linked to Christmas</i>	Y1: Animals including humans Y2: Animals including humans <i>Linked to parts of a pirate and animals he sees through a telescope.</i>	Y2: living things and their habitats <i>Linked to animals under the sea etc.</i>	Y1 Plants Y2 plants <i>Linked to re-planting our garden area we need to find the best living conditions</i>	Working Scientifically strand <i>Each week a 1 off investigation to get children fair testing, writing up experiments and working as a time. One to be linked to D+T and the best surface to race cars they have made.</i>
Geography	name and locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <i>Creating maps for Knight Noble so that he can travel around the world.</i> use basic geographical vocab: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use key human features: city, town, village, factory, farm, house, office, port, harbour, shop <i>Knight Noble calls in at a variety of places. Children will 'visit' these places and describe them using geographical and human features.</i>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country. <i>Knight Noble will compare every two places he visits. How are they similar? Different?</i>	Use directions on a compass N,E,S,W and locational and direction language e.g. near, far, left and right to describe the location of features and routes on a map <i>Pirate Pete will follow and give instructions so he can find the treasure.</i>	Name and locate the world's 7 continents and 5 oceans <i>Pirate Pete will create a map so he can find his sea creature friends in the oceans and the treasure in the continents.</i>	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key Use simple fieldwork and observations skills to study schools grounds and the key human and physical features of its surrounding environment <i>The children will invent a flying superhero. They need to be able recognize feature of Street Lane. The children will go on a local area walk and sketch a map. The children will look at aerial photographs and label key features. The children will then devise their own simple map and use symbols. This will help them when they are called in for an emergency! They won't get lost!</i>	Identify seasonal and daily weather patterns in relation to place / equator / North and South Poles <i>The children will recap their knowledge of the seasons from Science. The children will learn about weather around the world. Are all places cold during our winter? Why? Why does the ice never melt in the Antarctic?</i>
History	Events beyond living memory that are significant nationally or globally e.g. 1066 Significant historical events, people and places in their own locality e.g. local battle of Stoke Field Possible links to fire of London – house materials etc <i>The children will learn about famous battles linked to Kings, Queens and Castles.</i>	The lives of significant individuals in the past who have contributed to national and international achievement (comparing lives in different periods) Events beyond living memory that are significant nationally or globally <i>The children will learn about famous knights, queens and people who helped during battles such as Florence Nightingale. They will compare the lives of these people compared to our own.</i>	The lives of significant individuals in the past who have contributed to national and international achievement (comparing lives in different periods) <i>The children will learn about famous pirates including: Black Beard Anne Bonny Edward Teach Calico Jack Rackham</i>	Events beyond living memory that are significant nationally or globally <i>The children will learn about 'The titanic' and other sea mysteries.</i>	The lives of significant individuals in the past who have contributed to national and international achievement (comparing lives in different periods) <i>The children will learn about real life superheroes such as Nelson Mandela, Mary Anning, Tim Peake, Christopher Columbus, Anne Frank, Grace Darling, Mother Theresa, Helen Sharman etc.</i>	Significant historical events, people and places in their own locality <i>The children will learn about Robin Hood and Sherwood Forest.</i> Changes within living memory (reveal aspects of national life) <i>The children will look at how travel how changed such as cars, planes, rains etc. The children will think about how they might change in the future.</i>
RE	1.4 what do stories of Jesus tell Christians about how to live <i>Linked to our school rules, PSE lessons</i>	1.6 How and why do we celebrate special times? <i>Linking to Christmas and other celebrations</i>	1.2 What can we learn from creation stories <i>Looking at several religions and comparing the stories.</i>	1.1. who is a Christian and what do they believe? Who is a Muslim and what do they believe?	1.5 In what ways is a church / mosque / synagogue important to believers?	1.3 Who is an inspiring person and why? <i>Looking at stories from several religions and people from real life.</i>
Art Design	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>3d Clay Castles, Queen / King portraits</i>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <i>Drawings linked to animation Puppet theatres</i>	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>Sketching portraits, ships etc</i>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <i>Animal scenes, animal clay models</i>	Use a range of materials creatively to design and create products <i>Andy Warhol – pop art Kandinsky – pattern art Linked to ICT</i>	Learn about the work of a range of artists, craft makers and designers, describing their difference and similarities between different practices and disciplines and making links to their own work

						<i>Andy Goldsworthy – natural art linked to the wood and Sherwood forest</i>
Design Technology	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms in their products</p> <p>Evaluate their ideas and products against design criteria</p> <p><i>Building a castle linked to science (shoe box castles) What is the best material? How can I make it stronger? How can we use a pulley to make a moving drawbridge? Design, plan, make, evaluate.</i></p>	<p>Explore and evaluate a range of existing products</p> <p><i>The children will explore photo frames / past / present and make own fitting fairy tale queen criteria. Children will create self-portraits using water colours. Photo frames on card using paper mache, pasta, string etc and painting in gold, silver or bronze.</i></p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms in their products</p> <p>Evaluate their ideas and products against design criteria</p> <p><i>Making a ship linked to sketches of real ships e.g. with portholes, poop deck etc. What are the best materials? Why? Linked to past science unit. Can we use a pulley to make a moving mast with flag?</i></p>		<p><i>Please see Art Design</i></p> <p>Evaluate their ideas and products against design criteria</p>	<p>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</p> <p>Evaluate their ideas and products against design criteria</p> <p><i>Children to design and make their own 'future' car linked to history. Children to use axel, wheels, etc.</i></p>
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high quality live and recorded music	Experiment with, create, select and combine sounds using interrelated dimensions of music	Play tuned and un-tuned instruments musically	Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations	
PE	<p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Dodgeball</p>	<p>Perform dances using simple movement patterns</p> <p>Christmas themed repetitive dances</p>	<p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</p> <p>yoga</p>	<p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</p> <p>Ball Skills unit</p>	<p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Basketball</p>	<p>Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>football</p>
Computing	Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use logical reasoning to predict the behaviour of simple programs	Create and debug simple programs	Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions
Trips / in school events <i>Other school events are listed on the school calendar / website e.g. RE days, Numeracy days etc which are planned by subject leaders.</i>	Warwick Castle	Snow Dome Pantomime Lea Green Christmas Day	Beaumanor Pirate Day In School Pirate Art Day	Sea Life Centre Local habitat – pond dipping	Superhero code cracking (dress up) day in school.	Robin Hood – Sherwood Forest.

Cycle B	Autumn 1: Mother nature – jungle, rainforests, habitats	Autumn 2: Mother nature – minibests, farms	Spring 1: Space is ace! To infinity and beyond! – space, toy story	Spring 2: Space is ace! To infinity and beyond! – travel and transport	Summer 1: We're all going on a summer holiday! – fairgrounds and circuses	Summer 2: We're all going in a summer holiday! – seaside (past and present)
Numeracy	Week 1: Number and Place Value Week 2: Addition Week 3: subtraction Week 4: Measurement (height / length) Week 5: Geometry Week 5: measurement (money)	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (time) Week 4: Multiplication Week 5: Division Week 6: Fractions Week 7: Statistics	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (mass) Week 4: Geometry Week 5: Measurement (money) Week 6: Multiplication and Division	Week 1: Addition and Subtraction Week 2: Measurement (Volume and Capacity) Week 3: Fractions Week 4: Geometry / Position and Direction Week 5: Measurement (time) Week 6: Statistics	Week 1: Number and Place Value Week 2: Addition and Subtraction Week 3: Measurement (time, money, temperature) Week 4: Geometry / Position and Direction Week 5: Multiplication and Division	Week 1: Addition and Subtraction Week 2: Multiplication and Division Week 3: Measurement (lengths, mass/weight, volume/capacity, time, money) Week 4: Statistics
Literacy	Focus texts: Focus genres:	Focus texts: Focus genres:	Focus texts: Focus genres:	Focus texts: Focus genres:	Focus texts: Focus genres:	Focus texts: Focus genres:
Y1 phonics	<u>Phase 3 and 4 recap</u> Week 1: j v w x y Week 2: z z wu sh ch Week 3: th ng ai ee igh Week 4: oa oo oo ar or ur Week 5: ow oi ear air er ure Week 6: phase 4 week 1 and 2	Week 1: phase 4 week 3 and 4 <u>Phase 5 a sound a week linked to SPAG skills</u> Week 2: ay (linked to ai) Week 3: ou (linked to ow) Week 4: ie (linked to igh and i) Week 5: ea (linked to ee) Week 6: oy (linked to oi)	Week 1: ir (linked to ur and er) Week 2: ue (linked to oo oo) Week 3: aw (linked to or) Week 4: wh (linked to w) Week 5: ph (linked to f) Week 6: ew (linked to ue oo oo)	Week 1: oe (linked to oa) Week 2: au (linked to or) Week 3: a-e (linked to ay ai) Week 4: e-e (linked to ee ea) Week 5: i-e (linked to igh ie) Week 6: o-e (linked to oa)	Week 1: u-e (linked to oo ew) <u>Phase 5 recap a sound a day</u> <i>Linked to SPAG, past sounds etc</i> Week 2: ay ou ie ea Week 3: oy ir ue aw Week 4: wh ph ew oe au Week 5: a-e e-e i-e o-e u-e	<u>Phase 5 extra coverage of sounds taught in SPAG / not in phonics test</u> Week 1 i = l as in find, o to make oa as in cold, c to s as in cent Week 2 g to make j as in giant, ow to make oa as in blow, ie to make ee as in field Week 3 a to make o after wh or qu as in what, y to make l as in by, y to make ee as in happy Week 4 ch to make k as in school, ch to make sh as in chef
Y1 SPAG	Compound Words Division of words into syllables Capital letters and full stops	Words ending in 'y' Plurals 's' and 'es' Suffix –ed (past and present tense) Suffix –ing	Suffix –er (to adjectives) Suffix –est Tch spelling Ph spelling Wh spelling	Prefix -un Conjunction 'and' Capital Letters for Proper Nouns (also covering common nuns) Days of the week	Questions Exclamations Commands Statements	Identifying adjectives, verbs, nouns, proper nouns, adverbs
Y2 SPAG	Suffix 'ment' Suffix 'ness' Suffix 'ful' Suffix 'less' Suffix 'ly'	Contractions Syllables in words Conjunctions Proper Nouns (common) Expanded noun phrases Four sentence types (questions, exclamations, statements and commands)	Singular possessive apostrophe Homophones and near homophones Past and present tense Subordination and coordination	Adding –es to words ending y Adding –ing to words ending y,e or single consonant Adding –ed to words ending y,e or single consonant Adding –er to words ending y,e or single consonant Adding –est to words ending y,e or single consonant	Words ending –tion Dge spelling /s/ sound before e,l,y e.g. race, ice, cell Gn spelling	Wr spelling Le/el/il/al spellings Y at the end of words e.g. fly Ey e.g. monkey A after qu and w to make o Ar after w making or
Science	Y1: materials Y2: use of every day materials	Y1: Seasonal Changes	Y1: Animals including humans Y2: Animals including humans	Y2: living things and their habitats	Y1 Plants Y2 plants	Working Scientifically strand
Geography						
History						
RE						
Art Design						
Design Technology						
Music						
PE						
Computing						
Trips / in school events	Local Environment walks	White Post Farm	Space Centre Cinema – toy story 4 Planetarium in school	Christmas day – Crich Tramway Museum	Circus Wheelgate	Butlins Scarborough