Derwent & Southill Federation

Swallows Class - Year A						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
English	Class Texts - Alan's Big Scary teeth, Tell Me a Dragon, Mrs Mole I'm Home, My First Dinosaur Encyclopaedia, Dinosaur Forever (poems and rhymes Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: story sequencing, story maps (f) information book - create pages/fact files (nf) Wanted Poster (nf) Grammar Focus: Punctuation - capital letters, full stops, sentence structure Weekly Spelling Rule	Class Texts - Firework senses poems, Mog's Christmas, The Jolly Christmas Postman, The Crayon's Christmas, Exciteable Edgar (Christmas Advert TV) - alternative versions so as to not have too much of a Christmas focus: Fergal is fuming (3 weeks) Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Diary entry Writing their own adventure story like Mog stories with repeating patterns, characters in a story(f) letters to Santa (nf) Instructions (nf) Poetry - senses poems, rhymes-Twinkl - firework poems - Firework Night by Enid Blyton Grammar Focus: Punctuation - question marks, exclamation marks, sentence structure using 'and' and 'because', adjectives. Weekly Spelling Rule	Class Texts - What The Ladybird Heard, Wanted: The Perfect Pet, Caterpillar Shoes - video unit-https://www.youtube.com/watch?v=tYa6OLQHrEc&list=PLQcXqHozyJEps13FCbQmR5YTTGIOClFGF&index=37 Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: description(f) reccount - diary or newspaper (nf) Non-chronological report - fact sheet(nf) Grammar Focus: Punctuation, forming short narratives, suffix and prefix Weekly spelling rule	Class Texts - The Storm Whale, The Storm Whale in Winter, Seaside poems Reading: VIPERS style questions Phonics: Twinkl scheme Writing: Story Map, Sequencing the story -Imitate,innovate and invention (f) factfiles on whales (nf) Recount - beach days, diary writing (nf) Poetry - writing poems - seaside theme, Grammarsaurus Seaside and beach poems Grammar Focus: Punctuation, spelling, sentence structure to form short narratives, contractions Weekly Spelling rule	Class Texts- Jack and the Beanstalk, Jim and the Beanstalk, Little Red Riding Hood, Little Red Rapunzel, Prince Cinders- Twinkl for plans for traditional tales and alternative versions if needed Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Fairy Tales and alternative versions - character studies, re-writing their own version changing an aspect from the original (f) Poetry - The Perfect Porridge poem by Goldilocks (Grammarsaurus) Grammar Focus: Punctuation, spelling, singular, plural, suffixes and prefixes, contractions, adjectives and verbs Weekly Spelling Rule	Class Texts - Pumpkin soup, Stanley's Stick, Hibernation Hotel Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: short narratives (f) instructions (nf) Missing posters and advertising posters (nf) Poetry - writing poems Grammar Focus: Punctuation, spelling, singular, plural, suffixes and prefixes, contractions, adjectives and verbs and nouns - gap filling Weekly spelling rule
Maths: Year 1	Recap EYFS Place value and number bonds within 5 and then 10 Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and height Measurement: Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place value (within 100) Measurement: Money Measurement: Time
Maths: Year 2	Number: Place Value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Introduce Cracking Times Tables Number: Fractions Geometry: Position and direction Measurement: Time	Measurement: Time Statistics
Science	The Human Body	Materials	Seasons and Weather	Taking care of the Earth	Identifying plants	Animals and their needs
History	Discovering History	N/A	Kings, Queens and Leaders Writing Assessment	N/A	Parliament and Prime Ministers	N/A
Geography	N/A	Spatial Sense	N/A	The UK - Geography Writing Assessment	N/A	Assembly - The Seven continents
Art/ Design & Technology	Dinosaurs: Primary, secondary colours Colour mixing Pinch pot clay dinosaur heads Texture rubbings	Ourselves: Fabric faces Joining methods for fabric Running stitch	Kings and Queens: Famous artists: Picasso, Arcimboldi, Paul Klee Andy Warhol	Up in the Air: Making smoothies Fruit and vegetables, where they grow Design a fruit and vegetable smoothie and packaging	Growing: Mechanisms Wheels and axles Designing and making a vehicle with moving parts	Seaside: Mark making Shade and tone Grades of pencil Colour mixing Observational drawing

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Music	Copy musical sound effects with rhythm and pitch Composer: Mozart 1756 – 1791 Classical (Music written between c.1750 and c.1830) Listening classical context. Context: Rondo alla Turca' Vocabulary: March, piano, octave, rhythm Core Knowledge: Understand a rhythm and tune pattern Sing a range of call and response songs (See Sing Up resource) Sing a range of songs which are seasonally appropriate with a range of lyrics	Copy musical sound effects with rhythm and pitch Menu song 6 40 minute lessons ending with a performance. Pitch, call and response. Incorporating off beat rhythms Colonel Hathi's march Listening curriculum from Disney film Beauty and the Beast from Oliver! Oliver! Is a 1968 British musical drama film (written by Vernon Harris and directed by Carol Reed) based on the stage musical of the same name. Both the film and play are based on Charles Dickens' novel Oliver Twist. The herring song performed by Chris Haslam. It is a gruesome cumulative call-and-response folk song with a similar structure to Menu song. The herring song is a traditional song, believed to be associated with the once-thriving herring fishing industry in the North Sea. Nativity performance	Create musical sound effects with rhythm and pitch Composer: Anna Clyne 1980 – date 21st Century A piece about crossing a stormy ocean (BBC Ten Pieces) Listening classical context. Context: Night Ferry Vocabulary: do ra me fa so pitch range; high low sounds; loud, quiet fast slow Core Knowledge: Compare low and high sounds in the Night Ferry listening. Use percussion to enhance story telling eg glockenspiel rising to indicate climbing in Jack and the Beanstalk or along with the listening recording of Night Ferry Improvise pitch patterns and perform for others Take turns in composing (inventing) pitch patterns for others to copy and respond Understand the difference between a rhythm pattern (autumn term) and pitch pattern. Use graphic notation to represent created sounds showing difference in pitch	Create musical sound effects with rhythm and pitch Listening https://www.singup.org/music/sing-up-music-curriculum/year-1-sea-interludes Four strongly contrasting sea interludes https://www.singup.org/music/sing-up-music-curriculum/year-1-musical-conversations Continuing learning on interpretation of sounds in musical scores 3 x 40 minute lessons Improvise question-and-answer conversations using percussion instruments. Compose musical sound effects and short sequences of sounds in response to a stimulus. Recognise how graphic symbols can represent sound. Create, interpret, and perform simple graphic scores	Create musical sequences with a steady beat Composer: Tchaikovsky 1840 – 1893 Romantic Listening classical context Context: The Nutcracker – Russian Dance and Waltz of the Flowers Clara is given a Nutcracker which comes to life as a handsome prince. Vocabulary: beat, steady beat, tempo (speed), ostinato (repeated pattern), tuned instruments: glockenspiels, duration Core Knowledge: Use body percussion and classroom percussion instruments to play repeated patterns Maintain a steady beat in time to music Follow pictures and symbols to guide playing E.g 4 dots = 4 taps on the drum or instrument. Respond to pulse in recorded music through listening – and move to this showing the beat – watch and link to dance through the Nutcracker listening.	Create musical sequences with a steady beat Summer 1 Anna Meredith's Nautilus Perform actions to music, reinforcing a sense of beat. Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. 3 x 40 minute lessons Cat and Mouse Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations. Sing and chant songs and rhymes expressively. Listen and copy rhythm patterns. 6 x 40 minute lessons Come and dance with me! Copy call-and-response patterns with voices and instruments. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Performance of lyrics and responses on tuned percussion.
Computing	Online Safety & Exploring Purple Mash Grouping & Sorting	Pictograms Lego Builders	Maze Explorers Animated Story Books	Animated Story Books	Coding	Speadsheets Technology outside school
PSHE	(KSS)Baseline - Road Safety (BR)Baseline - Practice makes Perfect BSL slides for last week of term.	(REL)Baseline - Bullying (CS)Baseline - Online Bullying	(KSH) Baseline - Healthy Eating	(FAE)Baseline - Jealousy (FS)Baseline - Hoax Calling	(OW)Baseline - Growing in our World (OW)Living in our World	(HW)Baseline - Hazard Watch Games - Is it safe to eat? Is it Safe to play with?
PE	Attacking and Defending Fundamental Movemet: Dinosaurs	Invasion Game Dance: Gunpowder Plot	Multi-Skills: Bat and Ball Gymnastics	Multi-skills: Throwing and catching Dance: Seasons	Multi-Skills: Running and Jumping Gymnastics: Traditional Tales	Tennis Yoga: Salute to the Sun

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	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RE	1.1: What do Christians believe God is like? 1.2: Why does Christmas matter to Christians? How and why do we celebrate special times? 1.3: Who is Jewish? What do they believe and how do they live? 1.4: Who is a Muslim? What do they believe and how do they live? 1.5: Why does Easter matter to Christians? 1.6: What makes some places significant? What makes some places sacred to believers? 1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers? 1.8: What can we learn from sacred books and stories? 1.9: How do we show we care for others? Why does it matter? 1.10: How do we show we care for the Earth? Why does it matter? 1.11: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?					
	Discovering Religion	Christianity	Judaism	Christianity: Easter and symbols (1.5)	Multifaith: Our wonderful world and philosophy	Multifaith: Belonging