



St Jude's C of E Infant School

Excellence in education, kindness in the community, courage through faith.



KS1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
English	<p><i>Here We Are</i> – Oliver Jeffers</p> <p>By the end of the unit, the children will have learned:</p> <ul style="list-style-type: none"> - to use CL at the beginning of sentences -to use a capital letter on pronoun 'I' -to use full stops at the end of sentences <p>By the end of the unit, the children will have:</p> <ul style="list-style-type: none"> -written about real events -written sentences in present tense 	<p>3 Week Unit</p> <p><i>Look Up!</i></p> <p>By the end of the unit, the children will have learned:</p> <ul style="list-style-type: none"> - to use capital letters at the beginning of sentences and pronoun 'I' -to understand word types and sentence types -to understand the purpose of end punctuation <p>By the end of the unit, the children will have:</p> <ul style="list-style-type: none"> -written commands, statements and questions -sequenced the story -written a recount 			<p>3 Week Unit</p> <p>Lost and Found!</p>			<p>3 Week Unit</p> <p>The Journey</p>			<p>3 Week Unit</p> <p>Innovate as English Unit</p> <p><i>Greta and the Giants</i></p> <p>By the end of the unit, the children will have learned about:</p> <ul style="list-style-type: none"> - homophones -contracted words <p>By the end of the unit, the children will have:</p> <ul style="list-style-type: none"> -written commands and persuasive paragraphs -learned about climate change -written a biography 		Bible Story of Christmas
Maths	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape			Assessment
History Movers and Shakers	<p>Introductory knowledge</p> <p>Significance</p> <p>Y1 To begin to understand Historical concepts such as significance</p> <p>Y2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Knowledge Organiser</p>	<p>Local History</p> <p>Y1 Describe significant historical people in their own locality</p> <p>Y2 Describe, in simple terms, the importance of local events, people and place</p> <p>Y1/2 Use a range of historical artefacts to find out about the past</p>	<p>Explorers</p> <p>Y1/2 Identify some key features of a significant historical event beyond living memory</p> <p>Y1/2 Order information on a timeline</p>	<p>Neil Armstrong</p> <p>Y1/2 Identify some key features of a significant historical event within living memory</p>	<p>James Cook</p> <p>Y1/2 Identify some key features of a significant historical event within living memory</p>	<p>Comparing voyages</p> <p>Y1 Describe changes within or beyond living memory.</p> <p>Y1 Identify similarities and differences between ways of life within and beyond living memory</p> <p>Y2 Describe how an aspect of life has changed over time.</p>	<p>Activists</p> <p>Y1 Understand the term significant and explain why a significant individual is important.</p> <p>Y2 – understand there are reasons why people in the past acted as they did</p>	<p>Rosa Parks</p> <p>Y1/2 Identify some key features of a significant historical event beyond living memory</p>	<p>Emmeline Pankhurst</p> <p>Y1/2 Identify some key features of a significant historical event beyond living memory</p> <p>Y1 Express an opinion about a historical source</p> <p>Y2 Use Historical sources to begin to identify viewpoint</p>	<p>Understanding chronology</p> <p>Y1/2 Order information on a timeline</p> <p>Y1 Sequence significant information in chronological order</p> <p>Y2 use the historical terms year, decade and century</p>	<p>Significance</p> <p>Y1 Understand the term significant and explain why a significant individual is important.</p> <p>Y2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Describe and explain the importance of a significant individuals achievements on British History</p>	<p>Exploring impact</p> <p>Y1/2 Describe and explain the importance of a significant individuals achievements on British History</p> <p>Y1 Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Y2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography</p>	Express Movers & Shakers quiz. Movers and Shakers sharing morning to parents.
Geography Companion Project – Lets Explore the World		<p>Using an Atlas</p> <p>Y1 Name and locate the world's seven continents and five oceans on a world map.</p> <p>Y2 Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe</p> <p>Knowledge Organiser</p>	<p>Using Compass Directions</p> <p>Y1 Name and locate the world's seven continents and five oceans on a world map</p> <p>Y2 Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Y2 Use compass directions to</p>	<p>Using a map / compass points</p> <p>Y1 Draw or read a simple picture map.</p> <p>Y2 Draw or read a range of simple maps that use symbols and a key.</p> <p>Y2 Use simple compass directions to describe the location of features or a route on a map.</p>	<p>Collecting Data</p> <p>Y1 carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Y2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>	<p>Locating the equator</p> <p>Y1 Locate hot and cold areas of the world in relation to the equator.</p> <p>Y2 Locate the equator and the North and South Poles on a world map or globe.</p>	<p>Hot, cold and temperate places</p> <p>Y1 Identify patterns in daily and seasonal weather.</p> <p>Y2 Describe simple weather patterns of hot and cold places.</p>	<p>Features of the UK</p> <p>Y1 Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Y2 Identify characteristics of the four countries and major cities of the UK.</p> <p>Y1/Y2 Name and describe the purpose of human features and landmarks.</p>	<p>Comparing places</p> <p>Y1 Identify the similarities and differences between two places.</p> <p>Y2 Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Sustainability</p> <p>Yr 1 Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p> <p>Y2 Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>	<p>Fieldwork</p> <p>Yr 1 Collect simple data during fieldwork activities.</p> <p>Yr 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Yr 1 Describe how pollution and litter affect the local environment and school grounds.</p> <p>Y2 Collect and organise simple data in charts and tables</p>	<p>Review and quiz</p>	



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			describe the location of features or a route on a map					Y1/Y2 Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.			from primary sources (fieldwork and observation) and secondary sources (maps and books). Y2 Ask and answer simple geographical questions Y2 Describe ways to improve the local environment.		
Science Habitats Human Survival	<p>Intro knowledge 1 - Exploring habitats (K) A habitat is a place where plants and animals live.</p> <p>(S) Describe a range of local habitats and habitats beyond their locality & what habitats provide for the things that live there.</p>	<p>Engage 1 – Living and Non-Living Things (K) Living things are those that are alive. Dead things are those that were once living. Some things have never been alive.</p> <p>(S) Compare and group things that are living, dead or have never been alive.</p>	<p>Engage 2 – Identifying Plants and Animals in a Habitat (K) A habitat is a place where a living thing lives. A microhabitat is a very small habitat.</p> <p>(S) Identify and name plants and animals in a range of habitats and microhabitats.</p>	<p>Engage 3 – Why do animals live in this habitat? (K) Data can be recorded & displayed in different ways.</p> <p>(SYr1) With support, gather and record simple data in a range of ways</p> <p>(S Yr2) Use a range of methods to gather and record simple data with some accuracy.</p>	<p>Develop – Lesson 1: Creating Food Chains (KYr 2) Food chains show how living things depend on one another for food.</p> <p>(SYr 1) Group and sort a variety of common animals based on the foods they eat.</p> <p>(SYr2) Interpret and construct simple food chains to describe how living things depend on each other as a source of food.</p>	<p>Develop – Lesson 2: Animal Adaptations (K) Prey animals have different ways to avoid capture by predators.</p> <p>(SYr 1) Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.</p> <p>(SYr2) Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.</p>	<p>Develop – Lesson 3: Plant Adaptation (K) Plants have adaptations that protect them from being eaten by animals.</p> <p>(S) Observe changes over time. Follow instructions to perform a range of tests, make predictions & suggest ways to answer questions.</p>	<p>Innovate and Express (K) All living things live in a habitat to which they are suited. It must provide everything they need to survive.</p> <p>(S) Describe a range of local habitats. Identify & name animals & plants in a range of habitats and microhabitats.</p>	<p>Intro Knowledge & Engage 1: Human Life Cycle (K) Human offspring go through different stages as they grow to become adults.</p> <p>(S) Describe the stages of human development. Use a range of methods to gather and record simple data with some accuracy.</p>				
Art Exploring colour and still life	<p>Engage Exploring colour</p> <p>(K) A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green</p> <p>(S1/2) Name and mix secondary colours</p>	<p>Develop Exploring colour</p> <p>(K) Hues are made by mixing varying amounts of the primary colours.</p> <p>(S2) Make, describe and use a range of hues. (S1) Identify and use paints in the primary and secondary colours.</p>	<p>Develop 3 Exploring colour (K) A two colour print is a print which layers two different colours. A block is any flat surface used to make a print</p> <p>(SY1) Make simple prints and patterns using paint. (SY2) Use the properties of various materials, such as clay or polystyrene, to develop a block print.</p>	<p>Develop 3 cont Exploring colour (printing)</p>	<p>Develop 4 Exploring colour</p> <p>(K) Compare Piet Mondrian and Wassily Kandinsky</p> <p>(SY1/2) Identify similarities and differences between two or more pieces of art.</p>	<p>Innovate Exploring colour</p> <p>(SY1) Identify and use paints in the primary and secondary colours. (SY2) Make, describe and use a range of hues.</p>	<p>Innovate Still life artists</p> <p>(K) a painting or drawing of an arrangement of objects, typically including fruit and flowers</p> <p>(S)Y1/2 Make simple sketches to explore and develop ideas.</p>	<p>Innovate 2 Still life artists</p> <p>(S)Y1/2 Add different hues to own still life pictures.</p>	<p>Express</p> <p>(SY1) Say what they like about their own or others' work using simple artistic vocabulary. (SY2) Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>Express</p> <p>Create gallery – share with parents.</p> <p>Quiz core knowledge.</p>			
Design and Technology – Push and Pull										<p>Push & Pull – Develop 1- Slider mechanism (K) A slider mechanism moves in a straight line.</p> <p>(S) Use a range of mechanisms in models or products. Make models with moving parts.</p>	<p>Push & Pull Develop</p> <p>(K) A lever mechanism is a bar that moves around a fixed point called a pivot.</p> <p>(S) Make models with moving parts. Use a range of mechanisms in models/products.</p>	<p>Push & Pull Innovate 1- Analysing Christmas card (K) Products can be improved in different ways.</p> <p>(S) Explain how an everyday product could be improved.</p>	<p>Push & Pull Innovate 1- Making a moving greetings card (K) Properties of components and materials determine how they can and cannot be used.</p> <p>(S) Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</p>



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R.E	Christianity – What is God Like for Christians?						Christianity – What is the 'Nativity' and why is it important to Christians?						
Music	To understand pulse learning about pulse, how to find it and how to move our body in time to the beat.	Create simple patterns learning how to use our body to show pulse in different ways and how to match the rhythm pattern to the pulse.	Understand how sound is represented by symbols learning how sounds can be represented using symbols or pictures and the relationship between pulse and rhythm.	Physicalising pulse in different ways learning how sound patterns fit into a pulse, the difference between a ta and ti-ti pulse and how to change the way we represent pulse in a song.	Maintaining pulse and identifying strong eats learning to maintain a steady pulse, to find the strong beat in the bar and how to move to the pulse of the music.	Identifying a tempo learning the musical terminology for tempo and how to identify fast and slow music.	Nativity	Nativity	Nativity	Nativity	Nativity	Nativity	Nativity
PE	Fitness (K) To understand that running at a slower speed will allow me to run for a longer period of time. (S) To learn how to run for longer periods of time. Net and Wall (K) To recognise the best position & space to defend space on the court. (S) To use the ready position to defend.	Fitness (K) To work with others to turn a rope & encourage others to jump at the right time. (S) To develop co-ordination & timing when jumping in a long rope. To show jumping with balance & control. Net and Wall (K) To reflect on my learning and choose the right skill for me. (S) To develop returning a ball with hands.	Fitness (K) To describe how my body feels during exercise. (S) To develop co-ordination in individual skipping. To show hopping and jumping movements with some balance and control. Net and Wall (K) To recognise where the space is and send the ball away from my opponent. (S) To play against a partner.	Fitness (K) To describe how my body feels during exercise. (S) To develop stamina and change of direction. Net and Wall (K) To recognise when to catch the ball. (S) To develop racket skills and use them to return a ball.	Fitness (K) To understand why we exercise and develop strength. (S) To explore exercises to develop strength. Net and Wall (K) To understand when to make contact with the ball. (S) To develop returning a ball using a racket.	Fitness (K) To describe how my body feels during exercise. (S) To develop agility, balance and co-ordination. Net and Wall (K) To recognise the best space to send the ball. To use simple tactics to make it difficult for an opponent. (S) To play against an opponent using a racket.	Dance (K) To provide feedback using key words. (S) To remember, repeat and link actions to tell the story of my dance. Ball Skills (K) To recognise changes in my body when I exercise. (S) To be able to roll a ball to hit a target.	Dance (K) To understand how to use dynamics to show an idea. (S) To develop an understanding of dynamics and how they can show an idea. Ball Skills (K) To understand that if I roll the ball away from others I will score more points. (S) To develop co-ordination and be able to stop a rolling ball.	Dance (K) To use comprehension skills to complete a task. (S) Use counts of 8 to help you stay in time with the music. Ball Skills (K) To identify which skills I need to improve on. (S) To develop technique & control when dribbling a ball with your feet.	Dance (K) To provide feedback to others about their performance. (S) To copy, remember and repeat actions using facial expressions to show different characters. Ball Skills (K) To understand simple tactics. (S) To develop control and technique when kicking a ball.	Dance (K) To reflect on my dance so far to make improvements. (S) To explore pathways and levels. Ball Skills (K) To understand and use tactics (S) To develop co-ordination & technique when throwing and catching.	Dance (K) To reflect on my dance so far to make improvements. (S) To remember & rehearse our circus dance showing expression & character. Ball Skills (K) To identify skills I find challenging. (S) To develop control & co-ordination when dribbling a ball with your hands.	
Computing	Logging into Purple Mash	Searching and Sharing To know how to refine searches using the Search tool. • To know how to share work electronically using the display boards. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet	Email Using 2Respond To introduce Email as a communication tool using 2Respond simulations. • To understand how we talk to others when they are not there in front of us. • To open and send simple online communications in the form of email.	Digital Footprint To understand that information put online leaves a digital footprint or trail. • To begin to think critically about the information they leave online. • To identify the steps that can be taken to keep personal data and hardware secure.	2.6 Introduction and Impressionism To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template	Pointillist Art To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template.	Piet Mondrian To look at the work of Piet Mondrian and recreate it using the Lines template.	William Morris and Pattern To look at the work of William Morris and recreate it using the Patterns template.	Surrealism and eCollage To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.				



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> PSHE Jigsaw – Being Me In My World Jigsaw – Celebrating Difference </p>	<p><u>Hopes and Fears for the Year</u></p> <p>(K) To identify hopes and fears for this year. To know how to use the Jigsaw Journal.</p> <p>(S) To recognise when feeling worried and know who to ask for help.</p>	<p><u>Rights and Responsibilities</u></p> <p>(K) To understand the rights and responsibilities for being a member of my class and School.</p> <p>(S) To recognise when feeling worried and know who to ask for help.</p>	<p><u>Rewards and Consequences</u></p> <p>(K) To listen to other people and contribute ideas about rewards and consequences.</p> <p>(S) To help make class a safe and fair place.</p>	<p><u>Rewards and Consequences</u></p> <p>(K) To listen to other people and contribute ideas about rewards and consequences.</p> <p>(S) To help make class a safe and fair place.</p>	<p><u>Our Learning Charter</u></p> <p>(K) To understand how following the Learning Charter will help myself and others learn.</p> <p>(S) To work cooperatively.</p>	<p><u>Owning Our Learning Charter</u></p> <p>(K) To recognise the choices I make and understand the consequences.</p> <p>(S) To follow the Learning Charter.</p>	<p><u>Boys and Girls</u></p> <p>(K) To understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>(S) To understand some ways in which boys and girls are similar and feel good about this.</p>	<p><u>Boys and Girls</u></p> <p>(K) To understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>(S) To understand some ways in which boys and girls are similar and feel good about this.</p>	<p><u>Why Does Bullying Happen</u></p> <p>(K) To understand that bullying is sometimes about difference.</p> <p>(S) To tell how someone who is bullied feels. To be kind to children who are bullied.</p>	<p><u>Standing Up For Myself and Others</u></p> <p>(K) To recognise what is right and wrong and know how to look after myself.</p> <p>(S) To know when and how to stand up for myself and others. To know how to get help if I am being bullied.</p>	<p><u>Gender Diversity</u></p> <p>(K) To understand that it is OK to be different from other people and to be friends with them.</p> <p>(S) To understand we shouldn't judge people if they are different. To know how it feels to be a friend and have a friend.</p>	<p><u>Celebrating Difference and Still Being Friends</u></p> <p>(K) To tell you some ways I am different from my friends.</p> <p>(S) To understand these differences make us all special and unique.</p>	
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