



STANFORD INFANT SCHOOL

Years 1 & 2 LONG TERM CURRICULUM MAP OVERVIEW FROM SEPTEMBER 2017

YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Whizz, Bang, Boom, Superheroes!	Twinkle, Sparkle and Shine	"Ahoy there me Hearties!"	"Shiver me Timbers!"	Huge!	Whole School Learning Journey
Outline of the Learning Journey	Transition from R - 1 / Learning to Learn	Encouraging awe and wonder	Investigating Pirates		To think about the greats!	Our Community Families Fortnight
Key Texts	Nat Fantastic	A variety of poems that illustrate the main features of poetry	Non-fiction texts about Pirates Research ICT	The Night Pirates Atlases	Jack and the Beanstalk The Smartest Giant in Town Research ICT	TBC
Key Drivers	Science	History	History	Geography	Geography/ Science	Community / Diversity
Visits/Visitors	Superhero Day	Visit to Royal Pavilion		Visit to the Synagogue	Wakehurst Place	
Subject Areas						
PSHE SEAL THEME	New Beginnings / Pupil Voice	Getting On and Falling Out / Power for Good	Going for Goals	Good to be Me	Relationships	Changes
PSHE TOPIC *NEED TO ADD MONEY MANAGEMENET (taught through Maths) *	Healthy Eating (taught through Science, PE & DT)	Keeping Safe – Environmental Safety & DATE / Online Safety (taught through ICT)	Gender, Gender Stereotyping and Gender Identity – Be who you are	Gender – Toys	Gypsy Roma Traveller Education (GRT) Global Education – My Local Community (link to Geography)	RSE – Growing and Caring for Ourselves

English	<u>Narrative</u> – write a new adventure for Nat Fantastic and character description of self as a superhero.	<u>Poetry</u> - Write poems that use pattern and descriptive language.	<u>Non-fiction</u> - Write Historical fact books about pirates.	<u>Narrative</u> - Write stories and plays that use the language of fairy tales and traditional tales.	<u>Narrative</u> - Write stories and plays that use the language of fairy tales and traditional tales.	Non-fiction writing.
<p>Reading: decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC's, read common 'exception' words, read words with common suffixes; read words of more than one syllable containing taught GPC's read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them</p>						
<p>Writing: spell words containing each of the 40+ phonemes; spell common 'exception' words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; , form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and clauses using 'and'; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2.</p>						
<p>Spoken language: listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register.</p>						
Mathematics	Place Value Addition and Subtraction Shape	Place Value Addition and Subtraction	Time Place Value Addition and Subtraction	Length and Height Multiplication and Division Fractions	Place value Four Operations Shape Money Weight and Volume	Addition Time, position and direction Multiplication and division Addition, subtraction and money Time
Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. 					

	<p><u>Animals including humans (Part 1)</u> Identify, name, draw and label the parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Everyday Materials (Part 1)</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock.</p>	<p><u>Everyday Materials (Part 2)</u> Describe the simple physical properties of a variety of everyday materials. Compare and group together a range of everyday materials on the basis of their simple physical properties.</p>	<p><u>Animals including Humans (Part 2)</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are herbivores, carnivores and omnivores.</p>	<p><u>Plants</u> Identify and name a variety of common wild garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants – naming playground trees.</p>
<p><u>Seasonal Changes</u> Class Seasons boxes- children to write about what they contain. (First wk Oct, Feb, April, July) Observe and describe weather associated with the seasons and how day length varies.</p>					
Art and Design		<p>We are artists exploring <u>printmaking</u> inspired by the patterns and design in the Royal Pavilion. Exploring types of mono-printing, and the work of printmakers, before creating press prints inspired by the Royal Pavilion.</p>	<p>We are artists exploring <u>painting</u> techniques inspired by great seascape artists.</p>	<p>We are artists exploring <u>sculpture</u> on a large scale. Exploring and developing construction and joining techniques, before creating collaborative large-scale sculptures for an exhibition.</p>	<p>We are artists exploring <u>drawing</u> from observation, imagination and memory through observational drawing of plants.</p>
Computing	<p><i>We are Superheroes saving the world – using programmable toys</i></p> <p><u>To code</u> Use logical reasoning to predict the behaviour of simple programs</p>	<p><i>We are collectors</i></p> <p><u>Finding images using the web.</u></p> <p><u>To communicate</u> Communicate safely and respectfully online, keeping</p>	<p><i>We are TV chefs</i></p>	<p><i>We are painters and storytellers</i></p> <p><u>To connect</u> To write and test simple programs</p>	<p><i>We are celebrating</i></p>

		personal information private and recognise common uses of information technology beyond school – link to Anti-Bullying Week				
Design and Technology	<p><u>Cooking and Nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes: <i>Super Smoothies!</i></p> <p>To <u>design</u> and <u>make</u> an item of Superhero clothing.</p>	<p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing (independent focus-Xmas decorations)</p>	<p><u>Cooking and Nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes: <i>Pirates soup and ships biscuits.</i></p>	<p><u>Design, make, evaluate and improve</u> - Design and make a pull along toy inspired by Pirates theme.</p>	<p>Collaboratively <u>design, make, and evaluate, using technical knowledge,</u> large-scale sculptures for an exhibition.</p>	
Geography	<p><u>To investigate places</u> <i>Birds Eye/Superhero View</i> of dolls house rooms devising simple plans and maps, using and constructing a basic key.</p>			<p><u>To investigate places</u> Use maps, atlases and globes to identify seas and oceans (particularly those surrounding the United Kingdom), using basic geographical vocabulary to refer to seas and oceans and related features (e.g. beach, cliff).</p>	<p><u>To investigate places</u> Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes to name, locate and identify the United Kingdom and its countries.</p>	<p><u>Geographical skills and fieldwork</u> Use simple fieldwork and observational skills to study the geography of the school and the grounds.</p>
<p><u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom</p>						

History	Real life Superheroes: identifying significant people in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality: Guy Fawkes, Remembrance Day, The Royal Pavilion	Investigate the lives of significant Pirates of the past.		Historical giants. Identify a small selection of significant individuals and investigate their historical importance.	
Languages – French	Revise and consolidate vocabulary learnt in reception through games and stories Extended vocabulary on greetings, goodbye, feelings, introducing themselves: saying their name, their age Saying and identifying random numbers to 12. Healthy eating, food likes and dislikes	Colours in French, saying and identifying random numbers to 15, months of the year, birthdays Cultural awareness: Paris and its special places	Saying the date, pets, toys, Easter stories, French Easter traditions	Months of the year, numbers to 31, days of the week, body parts, The Gruffalo, Max et les Maximonstres (story) Large geographical features of France: Mont Blanc, rivers, Tour Eiffel	French seaside holiday Beach related vocabulary, French beaches Buying seaside snacks: ice cream, favourite ice-cream flavours, pancakes, waffles.	Our family
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Xmas show, singing assemblies, Apple Tree (song, school, me), Learning Journey songs. • Play tuned and untuned instruments musically - Apple Tree (glockenspiel work), Orchestra work for Xmas show, rhythm work. • Listen with concentration and understanding to a range of high-quality live and recorded music - Rippling Rhythm, live concerts etc • Experiment with, create, select and combine sounds sing inter-related dimensions of music - Hot Potato (long/short sounds), sound effects for Nursery Rhymes etc. 					
Physical Education	To develop practical skills in order to participate, compete and lead a healthy lifestyle					
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Perform dances using simple movement patterns	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		Participate in team games, developing simple tactics for attacking and defending	

Religious Education	Study other religions of interest to pupils / <u>Study the main stories</u> - Old Testament Stories	<u>To understand beliefs and teachings:</u> Study at least one other religion – Judaism: Hanukah	Old testament stories- Torah	<u>To understand practices and lifestyles:</u> Study at least one other religion – Judaism: Passover Visit to synagogue	Diversity- religions in community
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YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	All Aboard	Fire, Fire!	Around the World in 80 Days		Creature Comforts	Whole School Learning Journey
Outline of the Learning Journey	Transition from 1 - 2 / Learning to Learn / Welcome Aboard to Year 2	The children will learn a significant historical event	The children will embark on their own fantasy journey as timeless tales capture their creative imaginations Mexico, Australia, Japan		Investigating animals and their habitats	Our Community Families Fortnight
Key Texts	John Burningham texts	Various Great Fire of London books	The Pot that Juan Made Non-Fiction - Maps		'What's Your Favourite Animal?'	TBC
Key Drivers	Enquiry	The Arts	Knowledge of the World		Science	Community/Diversity
Visits/Visitors	Amberley	Rainbow Theatre production	Super Start – Parents sharing different nationalities St Luke's Church		Woods Mill	

Subject Areas

PSHE SEAL THEME	New Beginnings / Pupil Voice	Getting On and Falling Out / Power for Good	Going for Goals	Good to be Me	Relationships	Changes - Loss
PSHE TOPIC	Golden and Class Values Careers and Gender (link to History)	Online Safety (taught through ICT)	Global Education – Multicultural Britain (link to Geography)	Money Management (taught through Maths)	Keeping Safe – Environmental Safety and Drugs Education / Healthy Eating (taught through Science, PE & DT) Disability Equality Education	RSE – Life Cycles and Naming Body Parts, Safe Touch and Sun Safety

English	<u>Fiction</u> – Character Mr Gumpy and retelling	<u>Non-Fiction</u> – diary <u>Poetry</u> - Write poems that use pattern, rhyme and description. <i>link to Christmas</i>	<u>Non-Fiction</u> – Information Pages		<u>Innovate 'My Favourite Animal'</u>	<u>Letter writing to year 3 Buddy</u> <u>Poetry Writing</u>
	<u>Learning words 1 and Phase 5c revision:</u> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The /s/ sound spelt c before e, i and y - The /n/ sound spelt kn and (less often) gn at the beginning of words - The /r/ sound spelt wr at the beginning of words - The /aɪ/ sound spelt y at the end of words - The /ɔ:/ sound spelt a before l and ll - The /ʌ/ sound spelt o - The /i:/ sound spelt ey - The /ʒ/ sound spelt s <u>Having a go at unfamiliar words:</u> Explore strategies for having a go at spelling words independently	<u>Vowel Suffixes 1</u> - Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word - Adding the endings -ing, -ed, -er, -est and -y to words ending in e with <u>HFW/cross curricular words</u> Content of unit depends on class needs	<u>More Suffixes</u> - Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs) - Adding -es to nouns and verbs ending in y - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - The suffixes -ment, -ness, -ful, -less and -ly <u>HFW/cross curricular words</u> Content of unit depends on class needs	<u>Letter Strings 1</u> - Words ending in tion - The /l/ or /əl/ sound spelt le at the end of words - The /l/ or /əl/ sound spelt el at the end of words - The /l/ or /əl/ sound spelt al at the end of words - Words ending il - The /ɜ:/sound spelt or after w - The /ɔ:/ sound spelt ar after w <u>HFW/cross curricular words</u> Content of unit depends on class needs	<u>Apostrophes 1</u> - Apostrophes for contractions - The possessive apostrophe (singular nouns) <u>HFW/cross curricular words</u> Content of unit depends on class needs	<u>Homophones 1</u> - Homophones and near homophones <u>HFW/cross curricular words</u> Content of unit depends on class needs

Reading: develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts

Writing: spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different purposes; plan ideas for writing; record ideas sentences by sentences; make simple additions and changes after proof-reading; in own writing use sentences with different forms, expanded noun phrases, present and past tense correctly, subordination, co-

ordination and some features of written Standard English; *learn and apply spelling rules in Appendix 1; learn and use grammar rules in Appendix 2*

Spoken language: *listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purposes; express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints; communicate effectively using appropriate register.*

<p>Mathematics</p>	<p>Number: Place Value Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; signs for \leq and \geq and $=$ signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems. Number: Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>	<p>Measurement: Length and Mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order length and mass and record the results using the greater than/less than signs $\geq \leq$ and $=$. Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the</p>	<p>Measurement: Money Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Geometry: Properties of Shape Identify and describe the properties of 2D shapes including the number of sides, and line symmetry in a vertical line. Identify and describe the properties of 3D shapes including</p>	<p>Number: Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example $\frac{1}{2}$ of 6=3 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Measurement: Time Tell and write the time to 5 minutes including quarter past/ to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time Measurement: Capacity, Volume and Temperature Choose and use appropriate standard units to estimate and measure capacity (l/ml) and temperature ($^{\circ}$ c) to the nearest appropriate unit using thermometers and measuring vessels. Compare and order volume/capacity and record the</p>	<p>Consolidation and gap filling in preparation for SATS. End of term project</p>
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	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens; two 2 digit numbers; adding three one digit numbers.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p>	<p>multiplication (\times) division (\div) and equals ($=$) sign.</p> <p>Solve problems using multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><u>Graphs</u></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>the number of edges, vertices and faces.</p> <p>Identify 2D shapes on the surface of 3D shapes (for example a circle on a cylinder and a triangle on a pyramid)</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise)</p>		<p>results using greater than, less than and equals.</p>	
Science	<u>Working Scientifically</u>					

	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 					
	<p><u>Plants:</u> Observe and describe how bulbs grow into mature plants. Plant daffodils on grassy bank. Measure and observe leaves using school environment interpreting data collected.</p> <p>Find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Use of Everyday Materials:</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out about how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Living things and their habitats:</u> (part 1) Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p><u>Living things and their habitats:</u> (part 2) Describe how <i>animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name different sources of food.</i></p>	<p><u>Living things and their habitats:</u> (part 3) Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p><u>Animals, including humans:</u> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.</p>

Art and Design	<u>To develop ideas</u> Use experiences and ideas as the inspiration for artwork. Observation and painting half photo faces. Drawing buses at Amberley.	<u>To take inspiration from the greats!</u> Learn about the work of a range of artists, artisans and designers in our community. <u>Sculptors:</u> Giacometti Artist Study / Local Artists	<u>To take inspiration from the greats!</u> Learn about the work of a range of artists, artisans and designers. <u>Cultural art:</u> Aboriginal inspired painting techniques Clay Mexican pottery	Woodland painting colour mixing using light and dark tones and shades.	<u>To master techniques</u> Explore a variety of techniques: textile
Computing	<i>We are astronauts – programming on-screen</i> <u>To code</u> Use logical reasoning to predict the behaviour of simple programs <u>Programming</u> Beebots	<i>We are photographers – taking better photographs</i> <u>To communicate</u> Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school – link to Anti-Bullying Week	<i>We are researchers – researching a topic</i> <i>We are Detectives – communicating clues</i>	<i>We are game testers – exploring how computer games work</i> Scratch Lego WeDo	<i>We are Zoologists – collecting data about bugs</i>
Design and Technology	<u>Make</u> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing board. TASC Design axels, wheels and moving parts. Make a vehicle with axel mechanism.		<u>Cooking and Nutrition</u> Understand where food comes from – <i>food from around the world</i> Healthy cooking Range of ingredients Each class to cook for year group to taste.	Design purposeful, functional and appealing products. TASC – (Design a habitat/home for a living thing e.g. bird house/beehive) Select from and use a range of tools and materials. Evaluate existing products and own ideas and products. Build and improve structures. Generate, develop, model and communicate ideas.	

Geography			<p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country.</p> <p>Investigate the world's continents and oceans.</p> <p>Use world maps, atlases and globes. Use simple compass directions.</p> <p><u>Locational Knowledge</u> Name and locate the world's continents and oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><u>Geographical Skills and Fieldwork</u> Use fieldwork and observational skills.</p>	<p><u>Human and Physical Geography</u> Explore weather and climate in the United Kingdom and around the world (<i>link to Science</i>).</p> <p>Human and physical features</p>	
History	<p><u>Lives of significant individuals</u> – George Stephenson <u>Events beyond living memory</u> Timeline of transport changes History of Brighton buses</p>	<p><u>Significant historical events</u> Great Fire of London, Samuel Pepys.</p>			<p><u>Significant historical events</u>, people and places in their own locality.</p> <p>Thomas Stanford</p>	
Languages – French	<p>Transport, travelling and asking for directions</p> <p>Favourite foods, ordering food in a café, French meals, French school meals, favourite sports and hobbies Developing simple dialogues around eating in France</p>	<p>Animals and shapes in famous paintings. French Christmas customs and songs</p>	<p>Ou habites-tu? J’habite en ville, a la campagne, en France, en Angleterre. Which town do you live in? A look at the map of France: locate the largest cities. Europe and the names of</p>	<p>Mardi Gras En ville, in town A l’école, at school Quelle heure est-il? Quel temps fait-il? Les chateaux</p>	<p>Larger numbers 40 to 200 The Euro What do you like to eat? French food and ‘table talk’ vocabulary</p>	<p>Ice cream, dialogues around buying them Leisure activities and sports Clothes Pet animals Wild animals and their habitats</p>

			neighbouring countries.			
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds in inter-related dimensions of music. 					
Physical Education	To develop practical skills in order to participate, compete and lead a healthy lifestyle					
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Perform dances using simple movement patterns – Link to 'Dance at the Dome'?	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending		
Religious Education	Study other religions of interest to pupils / <u>Study the main stories of Christianity.</u>	<u>To understand beliefs and teachings:</u> Study at least one other religion – Christianity- Christmas.		<u>To understand practices and lifestyles:</u> Study at least one other religion- Christianity - Easter Visit from Martin Paul.		<u>To understand practices and lifestyles:</u> World Faiths- main five world religions study Diversity- religions in community