



Whole School Curriculum Plan 2024 - 2025



	6/1	13/1	20/1	27/1	3/2	10/2
Curriculum Focus Area	Land or sea... where would you rather be?					
	Roots and Shoots A focus on Science (plants), Art (drawing and painting) and Computing (Animation)					
School Events	6 th Epiphany				7 th NSPCC Maths Day	11 th Safer Internet Day
Jigsaw Dreams & Goals	<p>Year 1: Stay motivated when doing something challenging</p> <p>Year 2: To choose a realistic goal and think about how to achieve it</p>	<p>Year 1: Keep trying even when it is difficult.</p> <p>Year 2: To persevere, even when tasks seem difficult.</p>	<p>Year 1: Work well with a partner or in a group.</p> <p>Year 2: To recognise who I work well with and who it is more difficult for me to work with</p>	<p>Year 1: Have a positive attitude</p> <p>Year 2: To work well in a group to create an end product</p>	<p>Year 1: Help others to achieve their goals.</p> <p>Year 2: To explain some of the ways I worked well in my group to create the end product</p>	<p>Year 1: Are working hard to achieve their own dreams and goals.</p> <p>Year 2: To know how to share success with other people</p>
Value	Candlemass: Perseverance					
R.E. Yr1: Who is Jewish and how do they live? Yr2: Who is a Muslim and how do they live?	<p>Year 1: LO: To recognise the words of the Shema as a Jewish prayer.</p> <p>Year 2: LO: To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. (e.g. care for creation, fast in Ramadan)</p>	<p>Year 1: LO: To understand the importance of the Star of David and the Menorah to a Jewish person.</p> <p>Year 2: LO: To be able to think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Year 1: LO: To know what the Torah is and how it relates to Jewish people.</p> <p>Year 2: LO: To be aware of what a mosque is and what happens inside.</p>	<p>Year 1: LO: To recognise the words of the Shema as a Jewish prayer.</p> <p>Year 2: LO: To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p>	<p>Year 1: LO: To retell some stories used in Jewish celebrations.</p> <p>Year 2: LO: To give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Year 1: LO: To be able to give an example of how some Jewish people might remember God in different ways.</p> <p>Year 2: LO: To give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
P.E. Agility	To take turns within a team.	To participate in games to help develop simple tactics for attacking and defending such a, stuck in the mud, capture the flag, cups and saucers, treasure hunters, hungry hippos, bean game, relay	To have a basic understanding what is fair.	To begin to have a mature positive and negative peer feedback without emotional outbursts	To begin to cope with winning and losing and recognising individual achievement. e.g. player of the match, getting up after falling.	To be mindful of mood/mentality with breathing exercises and meditation.
Art	<p>Artist Study: Monet</p> <p>To experiment using thick and thin brushes.</p> <p>To understand that we can mix primary colours – red and yellow to make orange.</p> <p>To know that if we add white and black it will change the tone of a colour</p>					<p>Mondrian - line and colour Quentin Blake (illustrator)</p> <p>To begin to show accuracy and care when drawing</p> <p>To draw different lines - sizes and thickness.</p> <p>To colour (own work) neatly.</p> <p>To begin to add dots and lines to show pattern and texture.</p> <p>To start to use different coloured pencils to add tone.</p>

Half term (17.2.25 – 24.2.25)



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Science		<p>To name several types of common plants, trees and bushes native to the United Kingdom. WS: Identifying and Classifying and Knowledge</p> <p>To observe and describe how seeds and plants can grow into mature plants. WS: Observation</p> <p>To recognise and know the words deciduous and evergreen and can spot these outside and in pictures. WS: Identifying and Classifying and Observation</p>	<p>To begin to identify and recognise a variety of wild plants that grow WS: Identifying and Classifying</p> <p>To begin to identify and recognise a variety of garden plants WS: Identifying and Classifying</p> <p>To know and can identify the basic structure of a flowering plant WS: Identifying and Classifying</p>	<p>To begin to think about what a plant needs to grow big and strong WS: Observation and Pattern Seeking</p> <p>To begin to think about plants that are safe to eat, and those you should never eat. Knowledge</p>		
Computing				<p>To understand that we can use Google to search for answers to questions</p> <p>As a group, to find images and information using the internet</p> <p>To read words, look at pictures and watch videos on a website to find information</p> <p>To use the 'back' button</p> <p>With support, to use appropriate websites to locate small amounts of information and images</p> <p>To know that the internet is full of information, not all of it correct or accurate</p>	<p>To know an animation is made from a series of drawings or models being moved.</p> <p>To begin to move a physical object to five positions and link in sequence to form an animation.</p> <p>To look for errors in a class animation (debugging)</p>	
Music	Lesson 1:	Lesson 2:	Lesson 3:	Lesson 4:	Lesson 5	Lesson 6:
Eastgate	To learn to sing the song 'In the groove'.	To play a range of instruments.	To improve our composition.	To adapt the song to a different genre.	To perform our song.	To compose our own song.
Pathway 2: Singing and Playing Music - (Charanga – In the Groove)						
Literacy	Non Fiction		Poetry	Fiction		
Eastgate	<p>Advert Year 1: Chocolate! Year 2: Travel/The Titanic</p> <p>Year 1/ Year 2:</p> <ul style="list-style-type: none"> Cold write: To show what I know about adverts. 		<p>Rhyming Couplets- Roald Dahl Revolting Rhymes:</p> <p>Year 1/ Year 2:</p>	<p>Adventure narrative</p> <p>Year 1/ Year 2:</p> <ul style="list-style-type: none"> Cold write: To show what I know about narratives. To explore the model text. To roleplay the model text. 		



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	<ul style="list-style-type: none"> To explore the model text. To roleplay the model text. To recognise the key features of adverts. To generate ideas on the advert. <p>Week 2:</p> <ul style="list-style-type: none"> To answer questions on the advert. To plan our advert. To write our advert- two Lessons. To publish our advert. <p>Over these two weeks we will then present our adverts to the class.</p>	<ul style="list-style-type: none"> To learn the model text. To identify rhyming couplets. To match rhyming couplets. To make our own rhyming couplets. 	<ul style="list-style-type: none"> To recognise the key features of an adventure narrative. To generate ideas on the adventure narrative. <p>Week 2:</p> <ul style="list-style-type: none"> To describe the character. To describe the setting. To use time adverbials. To create a story map. <p>Week 3:</p> <ul style="list-style-type: none"> To answer questions on the adventure narrative. To plan our adventure narrative. To write our adventure narrative- two Lessons. To publish our adventure narrative. 	
Maths				
Eastgate	<p>Consolidation :</p> <p>Week 1:</p> <ul style="list-style-type: none"> To count from one to 19 and match different representations to them. To identify numbers to 20 by first counting to ten and then counting on. To position numbers to 20 on a number line. To say one more or one less than a number within 20. To compare numbers within 20. <p>Week 2:</p> <ul style="list-style-type: none"> To compare and order three or more numbers within 20. To identify and continue number patterns. To double and halve numbers within 20. To understand odd and even numbers 	<p>U7: Exploring calculations within 20.</p> <p>Week 1 and 2:</p> <ul style="list-style-type: none"> To use number bonds to derive facts. To use doubles to calculate near doubles. To represent the 'Make ten' strategy on a bead string. To recognise the equals sign '=' as balance. To choose a strategy based on numbers in the calculation. 	<p>U8: Numbers to 50</p> <p>Week 1:</p> <ul style="list-style-type: none"> To sequence numbers to 50. To recognise a group of ten as one unit. To identify groups of ten in numbers to 50. To recognise place value in 2-digit numbers. To represent a 2-digit number as tens and ones. <p>Week 2:</p> <ul style="list-style-type: none"> To compare and order numbers using place value. To compare and order numbers using a number line. To count in twos, fives and tens- 2 lessons. To explore number patterns. 	
	<p>U7: Time</p> <p>Week 1:</p> <p>To know that there are 24 hours in one day. To know that there are 60 minutes in one hour. To identify 'quarter past' on an analogue clock. To identify 'quarter to' on an analogue clock. To read the time 'past' the hour on the clock to the nearest five minutes.</p> <p>Week 2:</p> <p>To read the time 'to' the hour on the clock to the nearest five minute To sequence daily events To calculate durations of time in minutes To calculate durations of time in hours and minute</p>	<p>U9: Addition and Subtraction of 2 digit numbers</p> <p>To use the 'Make ten' strategy to add ones. To group when adding. To use the 'Make ten' strategy to subtract ones. To regroup when subtracting. To solve addition and subtraction word problems. To add near multiples of ten. To subtract near multiples of ten. To add near doubles using mental strategies.</p> <p>A focus on mental arithmetic</p>		
Continuous provision**	Statistics/Data handling		Shape/Data handling (interpreting)	
	Number and place value / Four operators / Times Tables recall practice / Calendar and Time			