

Robin Class: Year A

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|---------------------|--|---|---|--|---|--|
| Cycle A Year 1/2 | <p>Autumn 1 Ready Steady Go! <i>What makes me unique?</i></p> <p>Trip to a Museum <i>How have homes changed over the years</i></p> | <p>Autumn 2 Trip to a Museum <i>How have homes changed over the years?</i></p> | <p>Spring 1 Up, Up and Away <i>When did the first person travel through the air?</i></p> | <p>Spring 2 Potty About Plants <i>How do our favourite flowers grow?</i></p> <p>Dragons and Giants (Wales and NI) <i>What is life like in other regions of the UK?</i></p> | <p>Summer 1 Penguins, Possums and Polar Bears <i>Would you ever find a polar bear in the desert?</i></p> | <p>Summer 2 Oceans, Seas and Pirates <i>What was life like on board a pirate ship?</i> <i>Which oceans and seas did pirates sail?</i></p> |
| Writing | <p>Narrative</p> <p>Poetry</p> | <p>Non-chronological report</p> <p>Letter</p> | <p>Character and setting descriptions</p> <p>Diary</p> <p>Non-chronological report</p> | <p>Instructions</p> <p>Letter</p> <p>Narrative</p> | <p>Diary</p> <p>Recount</p> <p>Non-chronological report</p> | <p>Narrative</p> <p>Letter</p> <p>Poetry</p> |

Class 2 Y1 and Y2


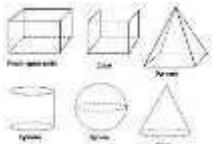
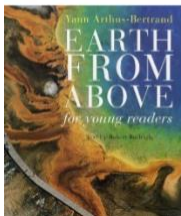

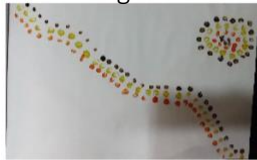

| Focus Texts |   |   |   |   |   |   |
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| Y1 Phonics | Supersonic Phonic Friends: Revise Basics 3 | Supersonic Phonic Friends: Basics 4 | Supersonic Phonic Friends: Choose to Use | Supersonic Phonic Friends: Choose to Use | Supersonic Phonic Friends: Switch it Spell | Supersonic Phonic Friends: Switch it Spell |
| Y2 Phonics | Supersonic Phonic Friends: Revise Choose to Use and Switch it Spell | Supersonic Phonic Friends: Suze's Spelling Rules | Supersonic Phonic Friends: Suze's Spelling Rules | Supersonic Phonic Friends: Suze's Spelling Rules | Supersonic Phonic Friends: Suze's Spelling Rules | Supersonic Phonic Friends: Suze's Spelling Rules |
| Y1 Reading | 1:1 Reading Word Reading skills objectives | Guided Reading Word Reading skills objectives | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills |
| Y2 Reading | Guided Reading | Guided Reading | Guided Reading | Guided Reading | Guided Reading | Guided Reading |

Class 2 Y1 and Y2



| | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills |
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| Y1 Maths | Number and Place Value (to 10) Addition and Subtraction (within 10) | Addition and Subtraction (within 10) Geometry: Shape Number and Place Value (to 20) | Addition and Subtraction (within 20) Number and Place Value (within 50) | Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication and Division Fractions Geometry: Position and Direction | Number: Place Value (within 100) Money Time |
| Y2 Maths | Place Value Addition and Subtraction | Addition and Subtraction Money Multiplication and Division | Multiplication and Division Statistics | Geometry: Properties of Shapes Fractions | Measurement: Length and Height Geometry: Position and Direction | Time Measurement: Mass, Capacity and Temperature |
| Science | | Materials (Y1 objectives) <i>Investigation: Which material(s) will allow the package to be delivered safely?</i> | Materials (Y2 objectives) <i>Investigation: which material will make the safest parachute?</i> | Plants (Y2 objectives) <i>Investigation: can a plant grow in the dark?</i> | Materials (Y1 objectives) <i>Investigation: which material will make the best gloves for a Polar explorer?</i> | Animals (Y1 objectives) <i>Investigation: five senses carousel</i> |
| R.E. | Creation Who made the world? | Incarnation Why does Christmas matter to Christians? | Judaism Why is the Torah such a joy for the Jewish community? | Salvation (Easter) Why does Easter matter to Christians? | Christianity (disciples) Why do Christians trust Jesus and follow him? | Judaism Why is learning to do good deeds so important to Jewish people? |
| History | Houses and homes in the past | Houses and homes in the past | History of flight | | Polar explorers | |
| Geography | | | | Fieldwork in our local area: human and physical features | Contrasting country comparisons Hot and cold countries | Using atlases Oceans and continents |

Class 2 Y1 and Y2

| Music | Pulse and Rhythm (All about me) | Nativity | Dynamics, timbre, tempo and motifs (Theme: Space) | Myths and Legends | Classical music, dynamics and tempo (Theme: Animals) | Vocal and body sounds (Theme: By the sea) |
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| Art | (Ready Steady Go) Self-portraits  | Sketching – shading techniques and still life (objects) Making objects look 3D  | Aerial photographs and maps for inspiration Watercolours and fine-liners  | (Potty about Plants) Georgia O'Keefe Plant pictures – using pastels  | Penguins, Possums and Polar Bears Hot and Cold colours Aboriginal Art  | Oceans, seas and Pirates Paintings of the Sea (acrylics) Alfred Wallis  |
| DT | | Design a car | What design makes the best paper aeroplane? | | Food technology: making energy bars for an expedition | |
| PE | Kinnerz Weekly Session Games & Activities <i>Year 1 Unit:</i> Fundamentals Unit 1 (Cambs Scheme) | Kinnerz Weekly Session Games & Activities <i>Year 1 Unit:</i> Fundamentals Unit 2 (Cambs Scheme) | Kinnerz Weekly Session Gymnastics <i>Year 1 Unit:</i> Jumping Jacks (Cambs Scheme) | Kinnerz Weekly Session Dance <i>Year 1 Unit:</i> Moving Words (Cambs Scheme) | Kinnerz Weekly Session Athletics <i>Yr1 Unit:</i> Running and jumping (Twinkl) | Tennis (Cambridge Tennis Academy) Dry Swimming (Cambs PE Advisory Service Unit) |
| PSHE | Myself and My Relationships: Beginning and Belonging | Citizenship: Working Together | Myself and My Relationships: My Emotions | Healthy and Safer Lifestyles: Drug Education | Citizenship: Diversity and Communities | Healthy and Safer Lifestyles: RSE |
| Computing | Technology around us (Computer Science and Algorithms) | Grouping Data (Digital Literacy and Algorithms) | Digital Painting (Effective use of Tools and Creating Media) | Digital Writing (Effective use of Tools and Creating Media) | Moving a Robot (Algorithms and Programming) | Robot Algorithms (Algorithms and Programming) |
| Educational Visits | | Local area walk Cambridge Museum | | Botanic Gardens | Polar Museum | |

Robin Class: Year B

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| Cycle B Year 1/2 | Autumn 1 We're on Fire! <i>Did the Great Fire of London make London better or worse?</i> | Autumn 2 Weather Experts <i>Is the weather the same all over the world?</i> | Spring 1 Brilliant Britain through Brilliant Books <i>How is life on a Scottish Island different from life in Cambridge?</i> | Spring 2 Kings, Queens and Castles <i>Why did they build castles a long, long time ago?</i> <i>How has being Queen of England changed over time?</i> | Summer 1 Historic Cambridge – Our Victorian School <i>What was Park Street like for Victorian children?</i> <i>How has our local area changed since Victorian times?</i> | Summer 2 Deep in the Woods <i>Who lives in the deep, dark woods?</i> |
| Writing | Instructions Narrative Diary | Poetry Non-chronological report Letter | Character and setting description Biography Narrative | Non-chronological report Narrative Poetry | Recount Diary Narrative | Non-chronological report Narrative Poetry |

Class 2 Y1 and Y2







| Focus Texts |  | | | | | |
|-------------|--|--|---|---|---|---|
| Y1 Phonics | Storytime Phonics: Phase 5 sounds | Storytime Phonics: Phase 5 sounds | Storytime Phonics: Phase 5 sounds (consolidation) | Storytime Phonics: Phase 5 sounds (consolidation) | Storytime Phonics: Phase 5 (mastering skills) | Storytime Phonics: Phase 5 (mastering skills) |
| Y2 Phonics | Revise Phase 5 graphemes | Spelling rules: No Nonsense Spelling | Spelling rules: No Nonsense Spelling | Spelling rules: No Nonsense Spelling | Spelling rules: No Nonsense Spelling | Spelling rules: No Nonsense Spelling |
| Y1 Reading | 1:1 Reading Word Reading skills objectives | Guided Reading Word Reading skills objectives | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills | Guided Reading Word Reading skills objectives VIPERS skills |
| Y2 Reading | Guided Reading | Guided Reading | Guided Reading Word Reading skills objectives | Guided Reading | Guided Reading | Guided Reading |

Class 2 Y1 and Y2



| | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills | Word Reading skills objectives VIPERS skills |
|----------|---|---|--|---|--|--|
| Y1 Maths | Number and Place Value (to 10) Addition and Subtraction (within 10) | Addition and Subtraction (within 10) Geometry: Shape Number and Place Value (to 20) | Addition and Subtraction (within 20) Number and Place Value (within 50) | Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication and Division Fractions Geometry: Position and Direction | Number: Place Value (within 100) Money Time |
| Y2 Maths | Place Value Addition and Subtraction | Addition and Subtraction Money Multiplication and Division | Multiplication and Division Statistics | Geometry: Properties of Shapes Fractions | Measurement: Length and Height Geometry: Position and Direction | Time Measurement: Mass, Capacity and Temperature |
| Science | Animals including humans (Y2 objectives) <i>Investigation: which activity raises our heartrate most?</i> | Seasonal change <i>Investigation: how much rain falls in Cambridge in winter?</i> | Living things and their habitats <i>Investigation: which microhabitat will attract the most bugs?</i> | Materials <i>Investigation: which material will make the strongest catapult?</i> <i>Which material will make the ammunition that can travel the furthest?</i> | The life of a famous Cambridge scientist STEM bridge building (DT links) | Animals (Y1 objectives) Plants (Y1 objectives) <i>Investigation: do all seeds germinate in the same way?</i> |
| R.E. | Why do Jewish families talk about repentance at New Year? | What do Christians believe God is like? | What is the good news that Jesus brings? | How do some Muslims show Allah is compassionate and merciful? | What makes a church a special place for Christian people? | Why do Jewish families say so many prayers and blessings? |
| History | The Great Fire of London & Samuel Pepys | | | A comparison of Queen Elizabeth I and Queen Elizabeth II | Victorian Schools | |

Class 2 Y1 and Y2

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| | | | | | Famous figures in Cambridge's history | |
| Geography | | Daily and seasonal weather patterns in the UK and in contrasting countries | The United Kingdom: countries, capitals and characteristics - | | Fieldwork in our local area Map skills | Compass points and directions |
| Music | Musical Me | Nativity | Orchestral instruments (Theme: Traditional western stories) | On this island: British songs and sounds | Musical vocabulary (Theme: Under the sea) | Timbre and rhythmic patterns (Theme: Fairytales) |
| Art | Tudor houses See Painting and sculpture progressions Annmarie Whitton  | Weather Experts Artist focus: seasonal change Trena McNabb  | Watercolour paintings: landscapes David Hockney – Road across the Wolds.  | Drawing portraits: Queen Elizabeth I  | Sketching: buildings in Cambridge  | Andy Goldsworthy: natural materials collage  |
| DT | Food technology: baking bread Creating a winding mechanism toy (Tudor house) | Design and create a rain gauge, wind streamer and thermometer box (<i>science links</i>) | | Design and create a catapult and ammunition (<i>science links</i>) | Binka cross-stitch | Food technology: preparing a teddy bears' picnic |
| PE | CUCT Weekly Session Games & Activities <i>Year 2 Unit:</i> Fundamentals Unit 1 (Cambs Scheme) | CUCT Weekly Session Games & Activities <i>Year 2 Unit:</i> Fundamentals Unit 2 (Cambs Scheme) | CUCT Weekly Session Gymnastics <i>Year 2 Unit:</i> Points of Contact (Cambs Scheme) | CUCT Weekly Session Dance <i>Year 2 Unit:</i> Great Fire of London - objectives followed (Cambs Scheme) | CUCT Weekly Session Athletics <i>Yr2 Unit:</i> Throwing and Catching (Twinkl) | Tennis (Cambridge Tennis Academy) Dry Swimming (Cambs PE Advisory Service Unit) |

Class 2 Y1 and Y2



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|--------------------|---|---|---|---|---|--|
| PSHE | Citizenship Rights, Rules and Responsibilities | Myself and My Relationships: Anti-Bullying | Healthy and Safer Lifestyles: Personal Safety | Healthy and Safer Lifestyles: Managing Safety and Risk | Economic Wellbeing: Financial Capability | Myself and My Relationships: Managing Change |
| Computing | Computing Systems and Networking-IT around us. | Creating Media-Digital Photography | Programming A-Robot Algorithms | Data and information-Pictograms | Creating Media-Digital Music | Programming B-Programming Quizzes |
| Educational Visits | Magdalene College, Cambridge: Samuel Pepys' Library | Whipple Museum of Science: Weather Workshop | Cambridge City Centre Library | Fitzwilliam Museum workshop: Looking at Art (Portrait workshop linked to Art lessons) Visit to Castle Mound in Cambridge | Burwell House: Victorian school day Museum of Cambridge – Victorian Schools Loan Box | Teddy Bears' Picnic |