

# Curriculum Plan Year B

Year B	Autumn Term:  Let's Explore		Spring Term:  Let's Experiment		Summer Term:  Let's Remember	
English	<b>Text 1:</b> <b>The train ride</b> Fiction / rhyme Link - geography/music/art  <b>Text 2: Fatou fetch the water</b> Fiction Link - geography/music	<b>Text 3:</b> <b>Sam's Sunflower</b> Non fiction Link - science/art  <b>Text 4: Boa's Bad Birthday</b> Fiction/geography Link - science/geography	<b>Text 1:</b> <b>What happens when?</b> Fiction Link - science <b>Text 2:</b> <b>Now you know science</b> Non fiction Link - science	<b>Text 3:</b> <b>Stuck</b> fiction Link - DT/Science <b>Text 4:</b> <b>The Slime Book: All you need to know to make the perfect slime.</b> Non fiction Link - science/DT	<b>Text 1:</b> <b>Amelia Earhart Little people, big dreams</b> non fiction link - history/music <b>Text 2:</b> <b>Ellsworth Extraordinary Electric Ears</b> Link - DT/Science/history Fiction Link - history	<b>Text 3:</b> <b>Creature Features</b> Non fiction Link - science  <b>Text 4:</b> <b>I love bugs</b> Poetry Link - science
<b>Maths</b>  White Rose Reception Year One Year Two	<b>Reception :</b> Place Value - numbers to 5 Addition and subtraction - sorting Place Value - comparing groups Addition and subtraction - Change within 5 Measurement - time <b>Year One:</b> Place Value within 10 Addition and subtraction within 10 Geometry - Shape Place Value within 20 <b>Year Two:</b> Place Value Addition and subtraction Measurement - money Multiplication and division <b>See Calculation Policy for Vocab and detail.</b>		<b>Reception:</b> Addition and subtraction - numbers to 5 Place Value - numbers to 10 Addition and subtraction - Addition to 10 Geometry - Shape and space <b>Year One:</b> Addition and Subtraction within 20 Place Value within 50 Measurement - Length and height Measurement - weight and volume <b>Year Two:</b> Multiplication and division Statistics Geometry - Properties of shape Number - fractions Measurement - length and height <b>See Calculation Policy for Vocab and detail.</b>		<b>Reception:</b> Geometry - exploring patterns Addition and subtraction - count on and back Place Value - Numbers to 20 Multiplication and division - Numerical patterns Measurement - measure <b>Year One:</b> Multiplication and division Fractions Geometry - Position and direction Place Value within 100 Measurement - money Measurement - time <b>Year Two:</b> Geometry - position and direction Problem solving and efficient methods Measurement - time Measurement - mass, capacity and temperature Investigations <b>See Calculation Policy for Vocab and detail.</b>	

<p><b>Science</b></p>	<p><b>Living things and their Habitats</b></p> <p>Questioning - What do all living things do? Questions about local environment. Sorting and classifying (animals and minibeasts) seen on walks Observe and record -numbers of different living things on walks. ( Tally) Living and dead and things that have never been alive. Collect data - tally charts of animals in habitats and micro habitats Obtain and present evidence - using hand lenses , simple tables using info collected. Evaluate - compare data from tables - most common minibeast/living creatures found</p> <p><b>Vocab:</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable, question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> habitat, living, dead, food chain, hot, warm, cold, dry, damp,wet, bright, shade,</p>	<p><b>Plants</b></p> <p>Questioning - How do plants grow? Is a deciduous tree dead in winter? Sorting and classifying - plant types/ trees. Parts of a plant and a tree. Observe and record - drawing of different leaves/ trees Plants and their habitats Photograph to record. growth of plants accurately over time. Collect data -- measurement of plants as they grow. Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees. Evaluate- test to see the conditions that plants need to grow - light/ dark wet/dry/,temperature</p> <p><b>Vocab:</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, Wild, deciduous,</p>	<p><b>Materials</b></p> <p>Questioning - ask about everyday materials. What is the same/what is different? Sorting and classifying - sort materials into categories according to physical properties. Observe and record - what material is best for ... Collect data - how often is plastic used How often is metal used etc - tally chart Obtain and present evidence - bar chart Evaluate - most common material.</p> <p><b>Vocab:</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent,</p>	<p><b>Uses of everyday materials</b></p> <p>Questioning Sorting and classifying Observe and record - compare uses of everyday materials. Collect data - Test for waterproof materials Test how shapes of solid objects are changed by squashing, bending, twisting and stretching. Obtain and present evidence - bar charts of findings. Evaluate - what material is most used and why. Which material is waterproof.</p> <p><b>Vocab:</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not</p>	<p><b>Humans</b></p> <p>Questioning - What do humans need to keep healthy. Why do we need to exercise? Good hygiene and why. Sorting and classifying Observe and record - identify ,name and draw the basic parts of the human body and say which is associated with each sense. Collect data - photographs of themselves as they have grown. Obtain and present evidence from baby to adult. - construct simple food chains. Evaluate-</p> <p><b>Vocab:</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> Senses, tongue, taste, nose, smell, eyes, vision. Skin, touch, ears, hearing, adult, infant, offspring</p>	<p><b>Animals</b></p> <p>Questioning -Animals growth and change over time - time line What do animals need to survive? Basic needs for survival. Sorting and classifying animals Observe and record - groups of animals Collect data- how animals change over time. Obtain and present evidence - Pictures of animals at different stages. construct simple food chains. Evaluate</p> <p><b>Vocab</b> <u>Working scientifically/ Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe <u>Topic specific:</u> Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, offspring, nutrition</p>
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	dark, conditions	evergreen, trunk, branches, leaf, root, bud, petal, stem, fruit, vegetable, bulb, seed, temperature, water, light, healthy, germination, reproduction, nutrients, soil, pollination	not absorbent, brick paper, elastic ,foil paper, cardboard, squashing, bending, twisting, stretching,,	bendy, waterproof, not waterproof, absorbent, not absorbent, brick paper, elastic ,foil paper, cardboard, squashing, bending, twisting, stretching		
D&T	<p>Design, make, evaluate and technical knowledge Make a model of something in the locality with an opening part e.g the church with a double door that opens. Cooking- soup out of vegetables grown and herbs from the garden. Making bread</p> <p><b>Vocab :</b> <u>D.T design evaluate and make transferrable words:</u> design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.</p> <p><u>Specific Vocab</u> Hinge, lever, open, close, shut, carbohydrates, fat, protein ,ingredients, taste, flavour, nutrients, balanced, healthy, unhealthy</p>	<p>Design, make, evaluate and technical knowledge Structures = rain/wind turbines Textiles = waterproof materials Design and make a rain catcher or wind turbine. Test a variety of materials to see if they are waterproof. <b>Vocab :</b> <u>D.T design evaluate and make transferrable words:</u> design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create , operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.</p> <p><u>Specific Vocab</u> Hinge, lever, open, close, shut, waterproof, turbine,</p>	<p>Mechanisms = cup and string telephones/ flip page kinescopes Electrical and mechanical components - make a simple light circuit. Design, make, evaluate and technical knowledge Food Technology - where food comes from ( Farm to fork) Design a healthy and varied diet for a week's menu What do humans need to keep healthy? <b>Vocab :</b> <u>D.T design evaluate and make transferrable words:</u> design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change ( modify), cut, stick, create, operate, measure, join, form, stable, unstable purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.</p> <p><u>Specific Vocab</u> Hinge, lever, open, close, shut, electric, circuit, bulb, wire, battery, carbohydrates, fat, protein ,ingredients, taste, flavour, nutrients, balanced, healthy, unhealthy</p>			
Art	<p><b>Drawing Skills:</b> <b>Locality and portraits</b> Pencil drawings of features in the locality ( HB - 4B) Drawings of animals/ habitats/ plants with a variety of</p>	<p><b>Painting and Printing:</b> Experimenting with media and tools Experiment with mark making - sponge printing, printing with different materials</p>	<p><b>Sculpture:</b> Clay tiles ( link to bugs and minibeasts) Visit from local clay artist</p>			

	<p>charcoal, wax crayons, pastels, coloured pencils. Painting – colour mixing and using water colours. Mixed media drawings – e.g charcoal and water colours Self-portraits using a variety of media.</p> <p>Artist- <b>Brugel</b> – landscapes</p> <p><b>Vocab :</b> <u>Transferrable words:</u> sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin</p>	<p>Mixing paint – creating space with creating thin and thick paint and different colours Yr 2 – mixing using power paints. Printing textiles – linked to DT/Science – printing weather symbols on squares of fabric.</p> <p>Artist - Link to history - <b>William Caxton</b> (printing – study linked to history) <b>Vocab :</b> <u>Transferrable words:</u> sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin</p>	<p>Art's Week – mod roc sculptures of animals – link to science Artist – Jeff Koons</p> <p><b>Vocab :</b> <u>Transferrable words:</u> sketch, line, smudge, colour, mix, tint, texture, mould, form, print, thick, thin</p>
<b>Computing</b>	<p>Year 1 and 2:</p> <ol style="list-style-type: none"> <li>ESafety</li> <li>Digital Literacy</li> </ol> <p><b>Vocab:</b> <u>Transferrable words:</u> safe, on, off, use, save, print, <u>Specific Vocab:</u> password, username, log on, log off, programme, type, powerpoint</p>	<p>Year 1:</p> <ol style="list-style-type: none"> <li>E.safety, coding ( scratch Jnr)</li> <li>Coding, digital literacy ( using a computer)</li> </ol> <p>Year 2:</p> <ol style="list-style-type: none"> <li>e.safety, coding with Beebots</li> <li>Digital literacy (bug hunters)</li> </ol> <p><b>Vocab:</b> <u>Transferrable words:</u> safe, on, off, use, save, print, <u>Specific Vocab:</u> password, username, log on, log off, programme, type, powerpoint</p>	<p>Year 1:</p> <ol style="list-style-type: none"> <li>ESafety, digital literacy – potty painters</li> <li>Coding Scratch Jnr</li> </ol> <p>Year 2:</p> <ol style="list-style-type: none"> <li>e.saftey, coding scratch Jnr</li> <li>Coding scratch Jnr, digital literacy using a computer</li> </ol> <p><b>Vocab:</b> <u>Transferrable words:</u> safe, on, off, use, save, print, <u>Specific Vocab:</u> password, username, log on, log off, programme, type, powerpoint</p>
<b>History</b>	<p>Changes in Living Memory ( year start):</p> <ul style="list-style-type: none"> <li>Who am I and where do I live. How have I changed. Timeline of my development/life.</li> <li>Changes in the locality that I can remember – grandparents visit and how life has changed for them.</li> <li>Significant people and places in the locality –</li> </ul>	<p>Lives of significant historical figures: Study/factfiles on: Charles Macintosh ( waterproof fabric) James Blyth ( wind turbines) William Caxton printing Timelines of inventions</p>	<p>Events beyond living memory: Study/fact files on : Bell/ Eddison – telephone/film/ kinescope ( famous people) Timelines Significant historical events : Olympics – link to famous achievers</p>

	<p>Sir Walter Raleigh ( potatoes link to plants) Walter Raleigh statue/ Hayes Barton/ history of Drake's school/church/memorial</p> <p><b>Vocab:</b> <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different <u>Specific vocab:</u> Timeline, statue, history</p>	<p><b>Vocab:</b> <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different <u>Specific vocab</u> Timeline, history, famous, inventors, scientists</p>	<p><b>Vocab:</b> <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different <u>Specific vocab</u> Timeline, history, historical, famous</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Weather Patterns 1 seasons</li> <li>The UK</li> <li>Locational knowledge, skills and vocabulary</li> <li>Study of a small area of the Uk ( East Budleigh) and of a contrasting non European country ( A village in The Gambia)</li> </ul> <p><b>Vocab:</b> <u>Transferrable words:</u> weather, wind, rain, sun, temperature, direction, symbol, location, area <u>Specific Vocab:</u> UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass, </p>	<ul style="list-style-type: none"> <li>Weather Patterns 2 - keeping a record, measuring rainfall and temperature.</li> <li>Oceans and continents</li> </ul> <p><b>Vocab:</b> <u>Transferrable words:</u> weather, wind, rain, sun, temperature, direction, symbol, location, area <u>Specific Vocab:</u> UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass, Ocean, continent</p>	<ul style="list-style-type: none"> <li>Weather Patterns 3 - seasons and collecting data/comparisons.</li> </ul> <p><b>Vocab:</b> <u>Transferrable words:</u> weather, wind, rain, sun, temperature, direction, symbol, location, area <u>Specific Vocab:</u> UK, world , locality, country, town, city, village, road, beach, cliff, coast, river, soil, season, factory, farm, port, harbour, shop, north, south, east, west, compass, ocean, continent Season, spring, Summer, Autumn, Winter, Year, month, week ,day</p>
<b>Music</b>	<p>Singing Playing -tuned and untuned instruments Improvising and composing - using percussion Notation - pictures Listening- different styles of music from around the world ( inc African drumming)</p> <p><b>Vocab:</b> <u>Transferrable words:</u> beat loud quiet fast slow high low listen play <u>Specific Vocab</u> Song, instrument, compose notation, flute, trumpet, drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime,</p>	<p>Singing Playing -tuned and untuned instruments Improvising and composing - using materials/ objects Notation - patterns Listening - materials and their sounds</p> <p><b>Vocab:</b> <u>Transferrable words:</u> beat loud quiet fast slow high low listen play <u>Specific Vocab</u> Song, instrument, compose notation, flute, trumpet, drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime,</p>	<p>Singing Playing -tuned and untuned instruments ( ins pack) Improvising and composing - tuned instruments Notation - symbols Listening - weather sounds/ animal sounds History -famous composers timeline; Vivaldi's four seasons The Carnival of the Animals - Saint Saens</p> <p><b>Vocab:</b> <u>Transferrable words:</u> beat loud quiet fast slow high low listen play <u>Specific Vocab</u> Song, instrument, compose notation, flute, trumpet,</p>

					drum, guitar, piano, violin, xylophone, cabasa, rainstick, maraca, castanet, recorder, scraper, hand chime,	
PE	Athletics Dance <u>Vocab:</u> Run, jump, throw, catch, balance, attack, defend,		Gym Athletics <u>Vocab:</u> _Run, jump, throw, catch, balance, attack, defend,		Athletics Games <u>Vocab:</u> Run, jump, throw, catch, balance, attack, defend,	
RE Devon and Torbay RE Syllabus	Creation – Who made the world?  What does it mean to belong to a faith community? <u>Vocab:</u> <u>Transferrable words:</u> believe, celebration, belong, symbol, artefact, care, peace, community, reflect <u>Specific Vocab</u> Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship, faith, forgive, Saviour, Christian, blessing,		God – what do Christians believe God is like?  Who is Jewish and how do they live? Part one <u>Vocab:</u> <u>Transferrable words:</u> believe, celebration, belong, symbol, artefact, care, peace, community, reflect <u>Specific Vocab</u> Jesus, God, church, father, spirit, creation, priest, parable prayer, worship, baptism, Jewish, Judasim, Torah, repent, forgive, Saviour, Christian, blessing,		Who is Jewish and how do they live? Part Two  How should we care for the world and for others and why does it matter? <u>Vocab:</u> <u>Transferrable words:</u> believe, celebration, belong, symbol, artefact, care, peace, community, reflect <u>Specific Vocab</u> Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship, baptism, Jewish, Judasim, Torah, repent, forgive, Saviour, Christian, blessing,	
Jigsaw (PSHE) Vocab identified on weekly planning	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
Visits and trips	Walks in the locality - village and river walk	Escot visit – living things and their habitats/plants	Whizz Bang Pop Science - visit to school		Warburtons cooking - visit to school	Chris the animal man - visit to school