

Buttertubs Class Curriculum 2021 - 2022



English Curriculum – Year 1 and Year 2 Autumn						
Unit:	Fiction: Stories with familiar settings	Non-Fiction: Labels, lists, signs & posters	Poetry: Songs and repetitive poems	Fiction: Stories involving fantasy	Non-Fiction: Information texts	Poetry: Poems about animals
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	Explore story a structure and how to adapt it using different animals or objects. Children generate ideas and plan a story based on the two books read. There is a focus on using simple punctuation a beginning, middle and an end.	Explore a range of posters, discuss layout, discover, recognise and interpret signs and symbols, punctuate sentences correctly.	Read a range of poems look at rhyming strings and understand that words can sound the same but be spelt differently – homophones. To identify and replace nouns and verbs, internalise and alter familiar poems.	Write/draw suggestions for new scenes using own imagination in planning an extension to a familiar story. Consider story structure (beginning, middle, end). Attempt to write own beginning to a story.	Explore features of a non-fiction text (sub-headings, illustrations, facts, captions and labels). Accurately describe the topic subject. Understand a non-fictional text and read it to gain information.	Discuss features that make a good poem. Consider rhythm and rhyme in a new poem. Study layouts of ‘kennings’. Perform poems to an audience using the appropriate intonation, expression and body language.
Basic Skills:	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; using capital letters for names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Using capital letters for names of people, places, days of the week, etc; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.
	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.	Year 2: Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.
Text(s):	The Tiger who comes to tea by Judith Kerr, Dogger by Shirley Hughes, Whatever next by Jill Murphy, Goat’s sore Tummy - Group Readers	The Favourite T-shirt Animated Text Clothes - Animated Text Boris and the bug - Group Readers The sad donkey - Group Readers	Move it, Conversation, I’m the youngest in this house by Michael Rosen A variety of repetitive poems and chants provided	Oi! Get off my Train! and The Magic Bed all by John Burningham plus other books by same author Chicken and Shark - Group Readers	Great white man-eating Shark by Margaret Mahy Rainbow Bear by Michael Morpurgo The Ice Bear by Nicola Davies	Hairy Tales and Nursery Crimes by Michael Rosen The Works edited by Paul Cookson

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English Curriculum – Year 1 and Year 2 Spring						
Unit:	Fiction: Traditional Tales from different cultures	Non-Fiction: Instructions	Poetry: Playing with language	Fiction: Stories involving fantasy	Non-Fiction: Recounts	Poetry: The Senses
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
Overview:	Read text discuss book and identify a problem, describe a character and setting. Compare Chinese and western dragons. Use conjunctions to extend a sentence.	Write short simple sentences. Write instructions using bossy language. Discuss and plan instructions. Use notes to organise and write a list and instructions demonstrating the correct layout.	Listen to a range of tongue twisters and poems. Identify and experiment with words of the same initial/vowel sound. Create word banks of similar words. Write own tongue twisters using capital letters for names and the start of lines.	Discuss the story, characters and illustrations in detail and predict what might happen. Plan a story using story pegs using a familiar structure. Share and talk through planning ideas.	Make notes for a list of events with support. Look at vocabulary that expresses the passing of time. Write sentences from someone else's point of view. Learn about the structure of recounts, plan and write using time conjunctions.	Recite a poem from heart. Write ideas in note form. Use a writing frame to write a poem. Evaluate own work and perform to peers and adults.
Basic Skills:	Year 1: Beginning to use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc.	Year 1: Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end.	Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense.	Year 1: Using capital letters for the names of people, places, days of the week, etc; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark .
	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; beginning to use present and past tenses correctly.	Year 2: Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; co-ordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using grammatical terminology.
Text(s):	The Dragon Machine by Helen Ward Sunilla and the dolphins - Group Readers	Thad Gets to the Moon - Animated Text Stop that sound - Group Readers	The Works Chosen by Paul Cookson Walking the bridge of your nose Selected by Michael Rosen The Works Key Stage 1 chosen by Pie Corbett, A variety of poems and chants provided	The Whales' Song by Dylan Sheldon and Gary Blythe	Farmer Duck by Martin Waddell and Helen Oxenbury The Animals' Outing - Group Readers	The Works Chosen by Paul Cookson The Works 3 Chosen by Paul Cookson Read Me First Chosen by Louise Bolongaro

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English Curriculum – Year 1 and Year 2 Summer						
Unit:	Fiction: Fairy stories	Non-Fiction: Letters	Poetry: Poems on a theme: The Sea	Fiction: Classic contemporary fiction	Non-Fiction: Information texts: Mini beasts	Poetry: Traditional poems:
Term:	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks
Overview:	Read a range of traditional fairy tales. Look at the type of language used. Discuss features of a fairy tale. Structure a story using a story map/story board.	Understand that letters and post cards convey information. Locating features of letters. Know that letters can ask for information. Writing a letter to ask a question. Write a reply to share information.	Discussing and comparing poems about similar themes. Identify and write emotions. Identify the similarities and differences between poems. Talk about own experiences and special memories.	Discuss and answer questions about the story. Write descriptive words and phrases about a setting and explore characters feelings. Browse, read and discuss animal books.	Discuss features of an information book. Attempt to what features are missing from some information texts. Research and use facts they have memorised to write a simple information text.	Becoming familiar with an author of traditional stories and poems. Sharing reasons for your opinions. Writing their own poem to retell a known story including questions, exclamations and rhyming couplets.
Basic Skills:	Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; joining words and joining clauses using 'and'; using a capital letter for names, days of the week, etc.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; leaving spaces between words; using a capital letter for names, days and for 'I'; using 'and' to join words and clauses.	Year 1: Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; using capital letters for the names of people, places, days of the week, etc; leaving spaces between words.	Year 1: Writing, leaving spaces between words; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end; using an exclamation mark and a question mark correctly.	Year 1: Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1: Using capital letters for the names of people, places, days of the week, the beginning of lines in poems; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.
	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using apostrophes for contracted forms; using the grammar for Year 2.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using subordination and co-ordination, writing sentences with more than one clause.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using present and past tenses correctly and consistently; using sentences with different forms: statement, question, exclamation and command; using expanded noun phrases to describe and specify.	Year 2: Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using sentences with different forms: questions, exclamations, statements and commands; using subordination and co-ordination, writing sentences with more than one clause.	Year 2: Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, commands.
Text(s):	Hansel and Gretel by Anthony Browne Hansel and Gretel - Group Reader Rapunzel by Sarah Gibb	Dear Zoo by Rod Campbell Dear Greenpeace by Simon James Letters from the Zoo - Group Reader	Where the forest meets the sea by Jeannie Baker Poems by Celia Warren (provided in resources) A variety of poems and chants provided	The Sand Horse by Ann Turnbull and Michael Foreman Jo Jo The Melon Donkey by Michael Morpurgo Chicken and Shark – G.R	Yucky Worms by Vivian French (optional) A variety of books on Minibeasts Worms - Animated Tale	Winnie the Pooh, When we were very young, Now we are six All by A.A. Milne

Maths Curriculum – Year 1 Autumn

Unit:	Place Value: Within 1	Addition and Subtraction: Within 10	Geometry: Shape	Place Value : Within 20	Place value: Within 20	Consolidation
Term:	Autumn 1: 4 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can recognise and name common 2-D shapes, including rectangle, square, circle and triangle.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can count, read and write numbers to 10 in numerals and words.	I can represent and use number bonds and related subtraction facts within 20.	I can recognise and name common 3D shapes, including, cubes, cuboids, pyramids and spheres.	I can count, read and write numbers to 10 in numerals and words.	I can count, read and write numbers to 10 in numerals and words.	
	I can identify one more or one less from any number.	I can add and subtract one-digit and two-digit numbers to 20, including 0.		I can identify one more or one less from any number.	I can identify one more or one less from any number	
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	

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Maths Curriculum – Year 1 Spring

Unit:	Addition and Subtraction: Within 20	Place Value: Within 50 and Multiples (2, 5, 10)	Place Value: Within 50 and Multiples (2, 5, 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
Term:	Spring 1: 4 Weeks	Spring 1: 2 Weeks	Spring 1: 1 Week	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 1 Week
Overview:	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.
	I can represent and use number bonds and related subtraction facts within 20.	I can count, read and write numbers to 10 in numerals and words.			I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.	I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.
	I can add and subtract one-digit and two-digit numbers to 20, including 0.	I can identify one more or one less from any number.				
	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				

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Maths Curriculum – Year 1 Summer

Unit:	Multiplication & Division: Multiples 2, 5, 10	Fractions	Geometry: Position and Direction	Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 1 Week	Summer 2: 3 Weeks	Summer 2: 1 Week	Summer 2: 2 Weeks	Summer 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.	I can describe position, directions and movements, including whole, half, quarter and three-quarter turns.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise and know the value of different denominations of coins and notes.	I can begin to solve practical problems for time e.g. quicker/slower, earlier/later.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can count, read and write numbers to 10 in numerals and words.	I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.		I can count, read and write numbers to 10 in numerals and words.			
	I can identify one more or one less from any number.			I can identify one more or one less from any number.			
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			

Maths Curriculum - Year 2 Autumn

Unit:	Place Value	Addition and Subtraction	Addition and Subtraction	Measurement: Money	Multiplication and Division
Term:	Autumn 1: 3 Weeks	Autumn 1: 3 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	I can count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding 3 one-digit numbers.	I can recognise and use symbols for pounds (£) and pence (p).	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	I can recognise the place value of each digit in a two-digit number (10s, 1s).	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	I can combine amounts to make a particular value.	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
	I can identify, represent and estimate numbers using different representations, including the number line.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers.		I can find different combinations of coins that equal the same amounts of money.	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.
	I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.				I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	I can read and write numbers to at least 100 in numerals and in words.				
	I can use place value and number facts to solve problems.				

Maths Curriculum - Year 2 Spring							
Unit:	Multiplication and Division	Statistics	Geometry: Properties of Shape	Geometry: Properties of Shape	Fractions	Measurement: Length and Height	Consolidation
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 1 Week	Spring 2: 3 Weeks	Spring 2: 1 Week	Spring 2: 1 Week
Overview:	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	I can interpret and construct simple pictograms, tally charts, block diagrams and tables.	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can use mathematical vocabulary to describe position, direction and movement including right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	I can 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.	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers and scales.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn.		I can write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	I can compare and order lengths and record the results using $>$, $<$ and $=$.	
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.	I can ask and answer questions about totalling and comparing categorical data.					

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Maths Curriculum - Year 2 Summer

Unit:	Geometry: Position and Direction	Problem Solving	Measurement: Time	Measurement: Mass, Capacity and Temperature	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 3 Weeks	Summer 2: 2 Weeks
Overview:	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can compare and sequence intervals of time.	I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C) and capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can 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 anti-clockwise).	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
			I can understand the number of minutes in an hour and the number of hours in a day.		

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Unit Title	Animals Including Humans	Seasons: Autumn and Winter	Everyday Materials	Seasons: Spring and Summer	Plants	Scientists and Inventors
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
No. Wks	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	6 Weeks
Overview Year 1	<ul style="list-style-type: none"> I can draw my body and label my body parts. I can say which parts of my body I use to see, hear, taste, smell and feel. I can use my senses to do tests. I can identify common animals. I can describe common animals. I can compare common animals. I can name some animals that are carnivores, herbivores and omnivores. I can match, sort and group young animals and their adults. 	<ul style="list-style-type: none"> I can name the four seasons. I can describe how weather changes across the seasons. I can observe and describe the weather in autumn and begin to collect data. I can identify signs in autumn. I can describe how the day length varies from autumn to winter and the changes in clothing that we wear from autumn to winter. I can observe and describe the weather in winter. I can explain how some animals adapt in winter. 	<ul style="list-style-type: none"> I can identify and name different materials. I can tell the difference between an object and the material it is made from. I can describe the properties of everyday materials. I can identify which materials have certain properties. I can test different materials. I can sort materials by their properties. 	<ul style="list-style-type: none"> I can describe how day length varies from winter to spring and look at the clothing we wear. I can observe and describe the weather in spring and begin to record data. I can identify signs of spring. I can describe how day length varies from spring to summer and look at the clothing we wear. I can observe and describe the weather in summer and begin to collect and record data. I can explain how to stay safe in the sun. 	<ul style="list-style-type: none"> I can describe how to plant a bean. I can identify and name a common wild plant. I can identify and name some garden plants. I can identify trees by their leaves. I can identify parts of plants and trees. I can talk about how my bean plant has grown and give reasons why. 	<ul style="list-style-type: none"> I can describe the properties of Lego and think why it is made out of plastic. I can ask questions about Mae Jemison and find out the answers. I can compare the bodies of different animals and sort into different groups. I can name different plants. I can observe and describe the weather and begin to record any rain fall. I can describe how vets look after animals and recognise different animal parts. I can test which items keep us warm.
Visits/Visitors						
Unit Title	Animals Including Humans	Living Things and their Habitats	Use of Everyday Materials	Environment	Plants	Scientists and Inventors

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Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
No. Wks	7 Weeks	6 Weeks	8 Weeks	6 Weeks	5 Weeks	6 Weeks
Overview Year 2	<ul style="list-style-type: none"> I can name different types of animals I can notice that animals including humans, have offspring which grow into adults I can identify the names of different types of animal babies I can find out about and describe the basic needs of animals, including humans, for survival (including water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene I know that humans need to be clean and healthy I can discuss what happens when humans don't eat the right foods, exercise or keep clean 	<ul style="list-style-type: none"> I can name things that are living, things that are dead and things that have never been alive I can explore and compare the differences between things that are living, dead and things that have never been alive I can identify that most living things live in habitats to which they are suited I can describe how different habitats provide for the basic needs of different kinds of animals and plants I know how plants and animals depend on each other I can identify and name a variety of plants and animals in their habitats, including micro habitats I can describe how 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. 	<ul style="list-style-type: none"> I can identify different materials I can name objects made of different materials I can identify where a material has been used to make different objects I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can name pushing, pulling, squashing, bending, twisting and stretching as forces I know that when a force is applied an object or material might change I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting and stretching I can discuss why materials are unsuitable for certain tasks and objects 	<ul style="list-style-type: none"> I can set up a simple test I can measure and record the time taken for ice to melt I can sort objects into groups I can generate questions about the rainforest I can sort rainforest animals into groups I can ask questions about endangered animals 	<ul style="list-style-type: none"> I can plant a seed or bulb correctly I can observe and describe how seeds and bulbs grow into mature plants I can place their plant in the best position to grow I can compare how plants are growing I can describe what happens when plants do not get light, water or warmth I can identify when the plant has fully grown I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> I can describe how greenhouses help plants grow healthily. I can identify different parts of plants. I can use my own ideas to explain how doctors use science. I can describe Louis Pasteur's life and work. I can investigate the most suitable fabric for a particular use. I can investigate Rachel Carson's findings on water pollution and their habitats. I can answer questions about the invention of wind turbines.

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Visits/ Visitors						
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Computing Curriculum – Year 2						
Unit:	E-Safety – Using the Internet	Computing - Art	Computing preparing turtle	Presentation Skills	Programming Turtle Logo and Scratch	Using the internet
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks

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<p>Overview</p>	<ul style="list-style-type: none"> • I can understand that the information I put online leaves a digital footprint. • I can use keywords in an online search to find key information about a topic. • I can recognise whether a website is appropriate for children. • I can rate and review informative websites. • I can identify kind and unkind behaviour online. • I can apply my knowledge of safe and sensible online activities to different situations. 	<ul style="list-style-type: none"> • I can create computer art. • I can use a range of tools in a computer program to reproduce a style of Mondrian art. • I can make and edit shapes to create a piece of art. • I can change the shade of a colour for effect. • I can retrieve a file to edit in a computer program. • I can use a range of skills to create a piece of work. 	<ul style="list-style-type: none"> • I can give and follow an algorithm to turn right or left. • I can give and follow an algorithm to make half and quarter turns. • I can give and follow an algorithm using the commands right 90 and left 90. • I can give, follow and complete an algorithm. • I can use recognised language in an algorithm. • I can create, test and debug an algorithm. 	<ul style="list-style-type: none"> • I can use basic computer skills and I can use a folder. • I can organise ideas for a presentation. • I can create a simple presentation with text. • I can add and format an image. • I can reorder slides and present a presentation. • I can search and print. 	<ul style="list-style-type: none"> • I can create an algorithm to move or rotate the turtle. • I can create an algorithm and use the repeat command. • I can create an algorithm and add sound. • I can create an algorithm and use the repeat and say command. • I can create an algorithm and use the green flag to start. • I can create an algorithm and use the commands to change the backdrop and add sprites. 	<ul style="list-style-type: none"> • I can search the Internet using one word. • I can search the Internet to find results suitable for children. • I can follow links to another web page. • I can use a camera/iPad to take safe photos to use online. • I can use an online blog safely and respectfully. • I can post positive comments and responses on a blog.
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Cycle 2 SEMH/PSCHE Curriculum: KS1 Skills					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Health and Wellbeing: Cross Careers	Living in the Wider World: Cross Careers	Health and Wellbeing:	Relationships:	Relationships:
Britain Y1	Aiming HighY1	Money Matters Y1	Think Positive Y2	VIP Y2	Growing Up Y2
<ul style="list-style-type: none"> • I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in Britain • I can explore how people living in Britain can be different and how they are the same. • I can share my ideas about being British and living in Britain. 	<ul style="list-style-type: none"> • I can think of star qualities I already have and those I would like to develop. • I can explain hoe a positive learning attitude can help me. • I can tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to do in the future. • I can think about changes which might happen to me and consider how I feel about them. 	<ul style="list-style-type: none"> • I can explain where money comes from and why we need it. • I can explain how we can keep money safe and why this is important. • I can explain choices I have about spending money and why it is important to keep track of what I spend. • I can explain the difference between things we want and things we need. • I can explain how I keep my belongings safe and why this is important • I can explain what happens when we go shopping. 	<ul style="list-style-type: none"> • I can understand how happy thoughts can make me feel good. • I can make good choices and consider the impact of my decisions. I can • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others. • I can discuss things that I am thankful for and focus on what I do have rather than what I don't have. • I can focus on what is happening now and how I am feeling. 	<ul style="list-style-type: none"> • I can talk about the very important people in my life and explain why they are special. • I can describe why families are important. • I can describe what makes someone a good friend. • I can describe ways to help work out arguments and disagreements. • I can cooperate with others to achieve a task • I can describe how I can show my special people that I care about them and understand why this is important. 	<ul style="list-style-type: none"> • I can name the main parts of boys' and girls' bodies. • I can understand how to respect my own and other people's bodies. • I can understand that we are all different and different people like different things. • I can describe how I have changed since I was a baby. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.

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Careers Curriculum: KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Enterprise	Be a Team	Transport and Travel	Respecting Rights	Practical Work
KS1 Overview:	<ul style="list-style-type: none"> I can say what I like and what I don't like. I can say what I am good at. I can tell you about my interests. I can talk about different jobs that I am interested in. I can make a list of Jobs around the school. 	<ul style="list-style-type: none"> I can discuss my ideas for making money. I can begin to understand how to save money for something I want. I can begin to share and plan an idea. I can think about cost and spending. I can work as part of a team and share my skills/ideas. 	<ul style="list-style-type: none"> I can talk about different job choices. I can talk about the good and bad parts of a job. I can talk about different places of work in our local area. I can talk about how jobs in my area have changed over time. 	<ul style="list-style-type: none"> I can identify modes of transport. I can think about the best way to travel for short and long distance journeys. I can begin to understand it costs money to travel on a mode of transport. I can make a map of my local area and plan a route. I can begin to understand the role of technology in travel and transport. 	<ul style="list-style-type: none"> I can talk about my own rights. I can talk about treating people fairly. I can identify the importance of equal rights. I can explore ways to keep myself and others safe in my community. (who , where to go if there is a problem) 	<ul style="list-style-type: none"> I can name some skills I need to get a job. I can identify a key person to talk to when I need help. I can talk about the rules and routines for my next class.

Religious Education Year 2				
Unit	Autumn 1	Autumn 2	Spring 2	Summer 1
	Rules and Routines	Light and Dark	Ceremonies	Nature and God
	<ul style="list-style-type: none"> I can explain why it is important to have some rules and recall some of our school routines. I can order the Ten Commandments. I can explain why Shabbat is important to Jews. I can describe the five pillars of Islam. I can explain what the 5 K's are. 	<ul style="list-style-type: none"> I can explain what advent is. I can explain why light is important at Christmas. I can explain why the story of Rama and Sita is important to Hindus. I can explain why light is important at Diwali. I can explain why the story of Hanukkah is important to Jews. I can explain why light is important at Hanukkah 	<ul style="list-style-type: none"> I can describe what a ceremony is. I can explore what happens at an Aqiqah. I can explore what happens at a Bar Mitzvah and Bat Mitzvah ceremony. I can explain what happens at a Dastar Bandi. I can explain what happens at a Hindu wedding. I can use what I have learnt to help me plan a ceremony. 	<ul style="list-style-type: none"> I can recall the Christian Creation Story. I can explain why the Creation Story is important to Christians. I can explain why harvest is important to Christians. I can explain why Sukkot is important to Jews. I can explain the message in the story 'Prince Siddhartha and the Swan'. I can explain the message in the story 'The Boy Who Threw Stones at Trees'.

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Cycle B	Our School	World War I	Easter Surprise	Railways	Think Positive	Beside the Seaside
	Geography	History	Religious Studies	History	PSHCE	Geography
Term:	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Number of weeks:	7 Weeks	8 Weeks	6 Weeks	6 Weeks	5 Weeks	6 Weeks
Overview	<ul style="list-style-type: none"> I can understand where I live in the local area. I can understand what our classroom looks like and I can look at aerial photographs. I can locate our school in our local area. I can observe (look at) the school environment and I can draw a simple map. I can understand the route I take to school. I can name the four points of a simple compass. 	<ul style="list-style-type: none"> I can find out about Walter Tull and understand some of the differences in how Walter Tull lived, compared with today. I can find out about the life and death of Walter Tull and how Walter Tull has been remembered. I can find out about the First World War and the soldiers' experiences in the war. I can find out about the role of animals in the First World War. I can find out about the experiences of women during the First World War. I can find out why November 11th is known as Remembrance Day and how it is marked. 	<ul style="list-style-type: none"> I can explain why Palm Sunday is important to Christians. I can explain what happened on Maundy Thursday. I can explain why the cross is an important symbol for Christians. I can explain what a surprise is. I can explain how the disciples felt on Easter Sunday. I can explain how Christians celebrate Easter. 	<ul style="list-style-type: none"> I can describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel. I can explain why some steam locomotives are important and say how they have changed over time. I can describe how and why the railway network in Britain grew and changed over time. I can find out about and debate the positive and negative impact of the first railways on different aspects of society. I can describe the technology of different locomotives and explain how and why they have changed over time. 	<ul style="list-style-type: none"> I can understand how happy thoughts can make me feel good. I can make good choices and consider the impact of my decisions. I can set myself goals and consider how to achieve them. I can discuss my feelings and opinions with others. I can discuss things that I am thankful for and focus on what I do have rather than what I don't have. I can focus on what is happening now and how I am feeling. 	<ul style="list-style-type: none"> I can use key words to describe different places and environments and use a map to find seaside locations. I can use key words to describe seaside locations and observe aerial photographs of seaside locations. I can locate seaside resorts in the four countries of the UK and understand what seaside holidays and resorts were like in the past and the present. I can describe a seaside town in the UK and can describe places and routes on a map. I can use a map to identify the main British islands and can understand the location of hot and cold islands in the world. I can visit a seaside resort and use a map to follow the route around a seaside resort.

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ART			
Unit	Autumn	Spring	Summer
	Autumn	Fruit and Vegetables	Insects
	<ul style="list-style-type: none"> I can draw a leaf in detail carefully. I can draw leaves using colour. I can print. I can make paper leaves (collage) I can sketch an observation. I can paint vegetable skins. 	<ul style="list-style-type: none"> I can draw with pencil fruit /vegetables carefully. I can draw fruit/vegetables using colour. I can paint a fruit or vegetable picture. I can sculpt in clay. I can paint my object using the correct colours. 	<ul style="list-style-type: none"> I can draw an insect in pencil. I can draw an insect in colour. I can design a mosaic insect/animal. I can make an insect/animal out of clay. I can paint my clay animal/insect.