

<p><u>English</u></p> <p>Core Texts: Jack and the Beanstalk Jim and the Beanstalk Lila and the Secret of Rain</p> <p>Writing opportunities: Narrative retelling Recount diary Narrative setting description</p>	<p><u>Science</u></p> <p><u>Scientific enquiry</u></p> <p>Children will compare the uses of everyday materials Observing closely to identify and classify objects and their materials Identify and discuss Recording of observations</p> <p><u>Uses of Everyday Materials</u></p> <p>Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Computing</u></p> <p><u>CODING</u></p> <p>Children can explain what is meant by coding. Know that for a computer to make something happen, it needs to follow instructions. They can use the design mode to have control over how their game looks. Children can write a program that controls how a character moves. Children can write a program to make an object stop. Explain how to use the follow terms in a program – command, repeat, input, output, event, collision. Children can predict and explain how they know how certain objects can only move in certain ways</p>
<p><u>Maths</u></p> <p>Place value Addition and subtraction</p>	<p><u>Year 2</u></p> <p><u>Term 1</u></p>	<p><u>PE</u></p> <p><u>Gym</u></p> <p>Perform gymnastics shapes and link them together Children will link together a number of gymnastic actions into a sequence.</p> <p><u>Fundamentals</u></p> <p>Explore how the body moves when running at different speeds Develop changing direction and dodging Develop balance, stability and landing safely Develop jumping hopping and skipping actions Develop coordination and combining jumps Develop combination jumping and skipping with an individual rope</p>
<p><u>Design Technology</u></p> <p>Children will: Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p>	<p><u>British Values</u></p> <p><u>Rule of Law</u> - Children will work together to create a set of rules to keep them safe in the classroom. Children will learn that we need rules to keep us safe outside (Geography field trip) <u>Tolerance</u> - Children will learn to tolerate and respect each other’s differences <u>Individual Liberty</u> - Children will give their own opinion about a story setting <u>Mutual Respect</u> - Children will think about character’s feelings <u>Democracy</u> - Children will choose a theme for their topic group name then vote for their group names. They will vote for the tastiest healthy wrap.</p>	<p><u>RE</u></p> <p><u>Chosen People</u></p> <p>Children will</p> <p>Children will be able to recognise the story of Creation as a religious story. Children will be able to talk about their experience and feelings about beginnings. Children will be able to say what they wonder about the excitement and surprise that a new start can bring. Children will be able to retell the story of Creation or some phrases from the Psalms Children will be able to ask and respond to questions about their own and others experiences about new beginnings. Children will be able to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.</p>
	<p><u>Inspirational Figures</u></p> <p>Sislin Fay Allen Mary Seacole Brian Moses Charles Macintosh</p>	
	<p><u>PSHE/RHE</u></p> <p>Let the children come</p>	
<p><u>MFL</u></p> <p>At the farm – learning farm animal names Children will identify some farm animals and revisit numbers to 10.</p>	<p><u>Music</u></p> <p><u>Musical Me</u></p> <p>Children will learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion.</p>	<p><u>Geography</u></p> <p><u>What is in our local area?</u></p> <p>Children will study maps and aerial photographs and use simple compass directions. Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings.</p>
<p><u>Outdoor Learning Opportunities</u></p> <p>Geography – children will identify trees and plants in the school grounds</p>		

<p>English</p> <p>Core text: The Barnabus Project</p> <p>Writing opportunities: Character description Narrative retelling Non-chronological report</p>	<p>Science <u>Scientific enquiry</u> Children will compare the uses of everyday materials Observing closely to identify and classify objects and their materials Identify and discuss Recording of observations</p> <p><u>Uses of Everyday Materials</u> Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Computing <u>Internet Safety</u> Children will learn to use the search tool and have knowledge and understanding of sharing on the internet</p> <p>Children will be introduced to email and open and send simple online communications Children will understand that information put online leaves a digital footprint Children will learn how to keep personal data secure</p>
<p>Maths Addition and Subtraction Shape</p>	<p>Year 2 Term 2</p>	<p>PE <u>Gym (low apparatus)</u> To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence.</p> <p><u>Invasion Games</u> Understand what defending and attacking means Understand that goal scoring is an attacking skill and explore ways to do this Understand that stopping goals is a defending skill and explore ways to do this Explore how to gain possession Mark an opponent and understand this is a defending skill Apply simple tactics for defending and attacking</p>
<p>Art Focus: Drawing Giuseppe Arcimboldo Cezanne</p> <p>Shows an increasing pencil control (can draw selected detail) Produces a growing range of patterns and textures with a single pencil Uses a range of tones using a single pencil Works from direct observation (to observe and draw shapes) and imagination Uses a range of drawing media in different ways: hatching, scribble, stippling and blending Solidly infills shapes using colour pencils, pastels etc Investigate shading by drawing light/dark lines using a pencil Develop and practice the use and control of an increasing variety of drawing tools (pencils, pastels, crayons, chalk, felt tips, charcoal, biro and oil pastels) Uses soft pastels competently</p>	<p>British Values <u>Individual Liberty</u> Children will develop their skills in giving their opinion</p>	<p>History <u>Why do we remember Walter Tull? The Christmas Story</u> Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions using parts of stories and other sources to show that they know and understand key features of events. Record what they have learned by drawing and writing. Learn about the importance of Remembrance Day Create a prayer or poppy wreath</p>
	<p>Inspirational Figures Walter Tull John Dunlop John McAdam Gustav Holst</p>	
	<p>PSHE/RSE Let the Children Come</p>	
<p>MFL Autumn Walk and Harvest Children will learn some colours, practise counting to 10 and learn some fruits and vegetables.</p>	<p>Music <u>Dynamics, timbre, tempo and motifs (Theme: Space)</u> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p>RE <u>Loving community</u> Children to sort Christian and Non-Christian symbols Make an invitation for a baptism and explain what will happen e.g. it will be a celebration to welcome an infant to their Church family Write a diary entry from the point of view of the baby- all children will be able write about being welcomed into the church family Children will write about the four main signs and symbols of Baptism</p>
<p>Outdoor Learning Opportunities Maths – children will use natural objects to create groups</p>		
		<p>Geography Children will learn about contrasting regions at the equator and in polar regions.</p>

<p>English</p> <p>Core Texts : Toby and the Great Fire of London by Margaret Nash and Jane Cope, NF Literacy Shed Plus - The Great Fire of London,</p> <p><u>Writing opportunities:</u> Setting description Newspaper report Letter</p>	<p>Science <u>Scientific Enquiry</u></p> <p>Asking simple questions recognising that they can be answered in different ways Observing closely, using simple equipment Identifying and classifying Using their observations and ideas to suggest answers to questions</p> <p><u>Living Things and their Habitats</u></p> <p>Children will identify different habitats and the creatures which may live there. Recognise that we have a responsibility to protect living things Identify plants and animals in the local environment Identify producers and consumers in a food chain</p>	<p>Computing <u>E Safety And Effective Searching</u></p> <p>Ensure that the school policy is complied with Take all appropriate precautions for the Internet research sections of the project Children will use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p>They will recognise common uses of information technology beyond school.</p>	
<p>Maths Money Multiplication and division</p>	<p>Year 2 Term 3</p>		<p><u>Gym (low apparatus)</u></p> <p>To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence.</p> <p>Fitness</p> <p>Learn how to run for a long time Develop jumping in a long rope using timing Develop coordination in individual skipping Develop stamina and change in direction Explore exercises to develop strength Develop agility, balance and coordination</p>
<p>Design Technology</p> <p>Children will create a moving picture book: Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p>	<p>British Values <u>Democracy</u></p> <p>Children will take part in a vote</p>	<p>History <u>How has London changed since the Great Fire?</u></p> <p>Find out about the Great Fire of London and use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in 1666 and now. Create a timeline of the events of the great fire of London. Describe how London has changed since 1666. Compare methods and equipment for firefighting today to those used in 1666</p>	
	<p>Inspirational Figures Samuel Pepys</p>		
	<p>PSHE/RSE I am Unique Girls and Boys Clean and Healthy (My Body)</p>	<p>RE Local Church: Books</p> <p>Talk about their favourite book and explain why it is special. Talk about the Bible and say why it is special to Christians Find out about the Gospels and talk about their favourite Bible story Talk to the year 6 altar servers and explain why the altar servers are important within Mass. Retell the story of the Baptism of Jesus and talk about how Jesus and John felt.</p>	
<p>MFL Birthday party Children will learn the names of woodland animals, learn to sing happy birthday and learn the months of the year</p>	<p>Music <u>Myths and legends</u></p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>Geography</p> <p>Know that the capital city of England is London Look at images of modern-day London Identify significant landmarks Discuss differences between London and where we live</p>	
<p>Outdoor Learning Opportunities</p> <p>Maths – children will use natural objects to create groups Science – children will investigate micro habitats</p>			

<p><u>English</u></p> <p>Core Text: The Lighthouse Keeper’s Lunch</p> <p><u>Writing Opportunities</u></p> <p>Narrative retelling</p> <p>Instructions</p> <p>Diary</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u></p> <p>Asking simple questions recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p><u>Plants</u></p> <p>Children will observe and describe how seeds and bulbs grow into mature plants</p> <p>grow a range of seeds and a bean in a jar</p> <p>Children will find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	<p><u>Computing</u></p> <p><u>Creating pictures</u> - in the style of different artists in Purple mash</p> <p>Children can explain what is meant by impressionist art</p> <p>Children can use 2Paint a Picture to create their own art based upon this style</p> <p>Children can use 2Paint a Picture to create their own art based upon this style</p> <p>Children can use 2Paint a Picture to create their own art based upon his style</p> <p>Children can use 2Paint a Picture to create their own art by repeating patterns in a variety of ways</p> <p>Children can combine more than one effect in 2Paint a Picture to enhance their patterns</p> <p>Children can use the e Collage function in 2Paint a Picture to create their own surrealist art using drawing and clipart</p>	
<p><u>Maths</u></p> <p>Shape</p> <p>Fractions</p>	<p><u>Year 2</u></p> <p><u>Term 4</u></p>		<p><u>Dance</u></p> <p>Remember, repeat and link actions to tell a story</p> <p>Develop an understanding of dynamics and how they can show an idea</p> <p>Use counts of 8 to help stay in time with the music</p> <p>Copy, remember and repeat actions</p> <p>Explore pathways and levels</p> <p><u>Ball skills</u></p> <p>Develop fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p>
<p><u>Art</u></p> <p>Focus: Painting</p> <p>Focus artist: Monet</p> <p>Begins to explore the relationship between colour and moods/feelings</p> <p>To investigate making as many tones of one colour as possible (using white)</p> <p>To investigate how to darken colours</p> <p>Works in different consistencies, knowing how to use thick and thin brushes according to purpose</p> <p>Colour matches, replicating patterns and textures around them</p> <p>Works in different ways and a on a variety of different colour/size/shape paper/card</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours and cool colours.</p>	<p><u>British Values</u></p> <p><u>Rule of Law</u></p> <p>Conscience Alley – children will decide whether to do as Mum says</p> <p><u>Tolerance</u></p> <p>Children will celebrate similarities and differences in people</p>	<p><u>History</u></p> <p><u>How has London changed since the Great Fire?</u></p> <p>Compare methods and equipment for firefighting today to those used in 1666</p> <p>Create a poster of fire safety tips</p> <p>Understand that objects from the past can help us to understand events.</p> <p>To know how archaeologists and artefacts help historians’ understanding of the past.</p> <p>Famous People: Samuel Pepys, Charles II</p>	
	<p><u>PSHE/RSE</u></p> <p>Feelings, Likes and Dislikes</p> <p>Feelings Inside Out</p> <p>Super Susie Gets Angry</p>	<p><u>RE</u></p> <p><u>Lent</u></p> <p>Think about the choices we make and the importance of making good choices</p> <p>Learn about Ash Wednesday and the start of Lent</p> <p>Describe the events Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday</p> <p>Describe some ways in which Christians use the time of Lent</p> <p>Think of ways of helping others during Lent</p>	
<p><u>MFL</u></p> <p>Me and my puppy</p> <p>Children will learn some names, practise commands and the name of some objects.</p>	<p><u>Music</u></p> <p><u>African call and response song (Theme: Animals)</u></p> <p>Learning a traditional African call and response song and to recognise simple notation.</p> <p>Composing animal-based call and response rhythms.</p>		<p><u>Geography</u></p> <p><u>How has London changed since the Great Fire?</u></p> <p>Look at images of London now and compare them to 1666</p> <p>Contrasting locations: Chatham and London</p>
<p><u>Outdoor Learning Opportunities</u></p> <p>Science – children will find evidence of living and non-living things. Children will investigate micro habitats on the school field</p>			

<p><u>English</u></p> <p>Core Text: The Tear Thief</p> <p><u>Writing Opportunities</u></p> <p>Character description</p> <p>Instructions</p> <p>Persuasion</p>	<p><u>Science</u></p> <p><u>Scientific Enquiry</u></p> <p>Ask simple questions and know that they can be answered in different ways</p> <p>Conduct a test and record the results</p> <p>Use their observations and ideas to answer questions</p> <p>Gather and record information about the ways that the body responds to exercise</p> <p><u>Animals including Humans</u></p> <p>Describe the changes in animals as they grow.</p> <p>Find out about and describe the basic needs of humans and other animals.</p> <p>describe what humans are like at different stages of their lives</p> <p>Describe the importance for humans of eating the right amounts of different food groups.</p> <p>Understand why it is important for humans to exercise</p> <p>Describe the importance of good hygiene for humans.</p>	<p><u>Computing</u></p> <p><u>Making music – Purple mash</u></p> <p>Children understand what 2Sequence is and how it works.</p> <p>Children have used the different sounds within 2Sequence to create a tune.</p> <p>Children have explored how to speed up and slow down tunes.</p> <p>Children understand what happens to the tune when sounds are moved.</p> <p>Children can change the volume of the background sounds.</p> <p>Children can create two tunes which depict two feelings.</p>
<p><u>Maths</u></p> <p>Length and Height</p> <p>Mass, capacity and temperature</p>	<p><u>Year 2</u></p> <p><u>Term 5</u></p>	<p><u>Yoga</u></p> <p>Copy, repeat and develop an awareness of strength when completing yoga poses</p> <p>Develop an awareness of flexibility</p> <p>Copy and remember actions linking them into a flow</p> <p><u>Net and wall Games</u></p> <p>Use the ready position to defend a place on court</p> <p>Develop returning a ball with hands</p> <p>Develop racket skills</p>
<p><u>Design Technology</u></p> <p>Textiles: Pouches</p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</p> <p>Prepare and cut fabric to make a pouch from a template.</p> <p>Use a running stitch to join the two pieces of fabric together.</p> <p>Decorate their pouch using the materials provided.</p>	<p><u>British Values</u></p> <p><u>Rule of Law</u></p> <p><u>Tolerance</u></p> <p><u>Mutual Respect</u></p> <p>Children will learn about the Captain Smith staying on the Titanic and women and children being rescued before men</p> <p>Children will learn about Judaism</p> <p><u>Individual Liberty</u></p> <p><u>Democracy</u></p>	<p><u>History</u></p> <p><u>What was the Titanic?</u></p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Label timelines with words or phrases, such as: past, present, older and new.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Write a report about what happened.</p> <p>Famous People in history: Ruth Becker</p>
	<p><u>Inspirational figures</u></p> <p>Ruth Becker</p> <p>Florence Nightingale</p>	
	<p><u>PSHE/RHE</u></p> <p>The Cycle of Life</p> <p>Beginnings and Endings</p> <p>Change is All Around</p> <p>Real Life Online</p> <p>Rules to Help Us</p>	
<p><u>MFL</u></p> <p>Over the rainbow</p> <p>Children will learn some colours and weather words.</p>	<p><u>Music</u></p> <p><u>Orchestral instruments (Theme: Traditional Western stories)</u></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</p>	<p><u>Geography</u></p> <p><u>The world's oceans and continent</u></p> <p>Using maps and globes, pupils will Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles and discuss and compare the 7 continents and 5 oceans.</p> <p>The children will use both maps images to identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are</p> <p>Children will identify the equator and locate the places on the Equator which are the hottest.</p> <p>The children can Identify the human and physical features of the two localities studied using the geographical vocabulary.</p>
<p><u>Outdoor Learning Opportunities</u></p> <p>Maths – children will investigate length and height</p>		

<p>English</p> <p>Core Text: Flat Stanley</p> <p><u>Writing opportunities</u></p> <p>Letter</p> <p>Narrative retelling</p> <p>Diary</p>	<p>Science</p> <p><u>Scientific Enquiry</u></p> <p>Ask simple questions and know that they can be answered in different ways</p> <p>Conduct a test and record the results</p> <p>Use their observations and ideas to answer questions</p> <p>Gather and record information about the ways that the body responds to exercise</p> <p>Animals including Humans</p> <p>Describe the changes in animals as they grow.</p> <p>Find out about and describe the basic needs of humans and other animals.</p> <p>describe what humans are like at different stages of their lives</p> <p>Describe the importance for humans of eating the right amounts of different food groups.</p> <p>Understand why it is important for humans to exercise</p> <p>Describe the importance of good hygiene for humans.</p>	<p>Computing</p> <p><u>Presenting Ideas</u></p> <p>Children know that digital content can be represented in many forms.</p> <p>Children make a quiz about a story using 2Quiz.</p> <p>Children extract information from a 2Connect file to make a publisher fact file on a nonfiction topic.</p> <p>Children know that data can be structured in tables to make it useful.</p> <p>Children can use a variety of software to manipulate and present digital content and information</p> <p>Children can collect, organise and present data and information in digital content</p>
<p>Maths</p> <p>Statistics</p> <p>Position and Direction</p>	<p>Year 2</p> <p>Term 6</p>	<p>PE:</p> <p><u>Target Games</u></p> <p>Consider how much power to use when aiming at a target</p> <p>Understand how to score using overarm and underarm throwing</p> <p>Develop hitting a moving target</p> <p>Athletics</p> <p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> <p>To run for distance.</p> <p>To complete an obstacle course with control and agility</p>
<p>RE</p> <p><u>Pentecost</u></p> <p>Children will know and understand how rules can help at home and in school.</p> <p>Children will know and understand how rules can help at home and in school.</p> <p>Children will understand about- God’s rule for his people</p> <p>Breaking rules</p> <p>Jesus teaches his disciples about forgiving Children will know and understand how rules can help at home and in.</p> <p>Respond Children will acquire the skills of assimilation celebration and application of the sign of peace.</p>	<p>British Values</p> <p><u>Rule of Law</u></p> <p>Children will know and understand how rules can help at home and in school</p> <p><u>Mutual Respect</u></p> <p>Children will learn about respect for animals and discuss whether it is right or wrong to hunt animals</p> <p>Children will learn about different faiths</p> <p><u>Individual Liberty</u></p> <p>Children will have their own views on whether characters should seek revenge</p> <p>Children will make choices about behavioural consequences</p>	<p>History</p> <p><u>Why do people like to live beside the seaside?</u></p> <p>Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning Identify differences between ways of life at different times</p> <p>Use the words ‘past’ and ‘present’ accurately</p> <p>Discuss how reliable accounts / stories / photos are</p> <p>Recognise why people did things, what events happened and what happened as a result – Grace Darling & RNLI</p> <p>Describe significant people from the past – Grace Darling</p>
	<p>Inspirational Figures</p> <p>Ernest Shackleton</p> <p>Ruth Becker</p>	
	<p>PSHE/RHE</p> <p>Three in One</p> <p>Who is my Neighbour?</p> <p>The Communities we Live In</p> <p>Needs and Wants</p>	
<p>MFL</p> <p>Pirate personalities</p> <p>Children will learn some pirate-themed vocabulary and name some body parts in French.</p>	<p>Music</p> <p><u>On this island: British songs and sounds</u></p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Geography</p> <p>capital cities, seaside comparison and fieldwork.</p> <p>Children will know what people do on UK seaside holidays.</p> <p>They will be able to identify and discuss natural and manmade features of seaside places. They will learn that seaside holidays have been taken for a long time. know what people did at the seaside in the past.</p> <p>•Can they find the longest and shortest route using a map?</p> <p>•Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe?</p>