







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	<p>INSET Friday 1st September</p> <p>16th October: Multicultural week</p> <p>Visit Mosque W/B 2nd October</p> <p>Planting bulbs with Naomi</p> <p>Trip to Ally Pally - Sketching London skyline</p>	<p>INSET Monday 30th October</p> <p>INSET Monday 27th November</p> <p>18th Dec Festival of Lights Day</p> <p>5th December</p> <p>Victorian Day (History - Victorian Inventions)</p> <p>8th&10th November</p> <p>Trip to London Transport Museum (1 class/day)</p>	<p>Class assemblies</p> <p>R 23/01</p> <p>O 24/01</p> <p>M 25/01</p> <p>Painting workshop (expressive painting)</p>	<p>18th March Mental health & Wellbeing week</p> <p>Forest Schools - Friday 23rd February</p> <p>1st,8th,15th,22nd February</p> <p>Natural History Museum (Science) - Animals including humans</p> <p>Mr Newham Peasch workshop</p> <p>Year 2 Grand Pix – Linked to DT</p>	<p>Polling Day 2nd May</p> <p>INSET Friday 3rd May</p> <p>Bank Holiday 6th May</p> <p>Visit Broomfield park - Collect natural resources for treehouses for Art</p>	<p>17th June Sports week</p> <p>INSET Monday 24th June</p> <p>Celtic Harmony Trip</p>
English Text/ Stimuli	 <ul style="list-style-type: none"> The Paper Bag Princess by Robert N. Munsch The Secret sky Garden by Linda Sarah Mary Seacole (linked to History) 	 <ul style="list-style-type: none"> The Adventures of Egg Box Dragon by Richard Adams (CLPE) Trip to transport Museum (Linked to History and Geography) Information text about Islam (Linked to RE) 	 <ul style="list-style-type: none"> How to Find Gold by Viviane Schwarz (CLPE) Amelia Earhart (Linked to History) 	 <ul style="list-style-type: none"> The Proudest Blue by Ibtihaj Muhammad (CLPE) Forest School 	 <ul style="list-style-type: none"> The Stone Age Boy by Satoshi Kitamura A non- European country (Linked to Geography) 	 <ul style="list-style-type: none"> Leaf By Sandra Dieckmann Ruby's worry by Tom Percival Neolithic Age (Linked to History)

Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Statistics Number: Fractions Geometry: Position and direction	Problem solving Measurement: Time
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ● explore and compare the differences between things that are living, dead, and things that have never been alive ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ● identify and name a variety of plants and animals in their habitats, including micro-habitats ● 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 <p>Plants:</p> <ul style="list-style-type: none"> ● observe and describe how bulbs grow into mature plants 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> ● Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ● Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Animals including humans</p> <ul style="list-style-type: none"> ● notice that animals, including humans, have offspring which grow into adults ● find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	Forest School	<p>Plants</p> <ul style="list-style-type: none"> ● observe and describe how seeds and bulbs grow into mature plants ● find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p>Animals including humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

Computing	Computer Science Unit 2.1 Coding Number of lessons – 6 Programs – 2Code	Digital Literacy Unit 2.2 Online Safety Number of lessons – 3 Programs – Various Information Technology Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate	Information technology Unit 2.4 Questioning Number of lessons – 5 Programs – 2Question, 2Investigate	Rights and Respect (PSHE) Online Safety- Name ways to stay safe when using the internet. Digital Literacy Unit 2.5 Effective Searching Number of lessons – 3 Programs – Browser	Information Technology Unit 2.6 Creating Pictures Number of lessons – 5 Programs – 2PaintAPicture	Information Technology Unit 2.7 Making Music Number of lessons – 3 Programs – 2Sequence Information Technology Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various
Geography	London What makes London important and unique?		Our world What are the similarities and differences between places near the Equator and those near the North or South Pole?		My Place, Your Place What are the similarities and differences between Enfield and a suburb of Mumbai (Dadar)?	
History	Significant Victorians How were Mary Seacole, Florence Nightingale and Edith Cavell different?	Victorian Inventions How have Victorian inventions changed our lives?	Significant People How has exploration changed throughout history?		The Stone Age and Neolithic Age How do we know about the Stone Age?	The Bronze Age & Iron Age Which development of the prehistoric period was the most significant?
RE	Who is a Muslim and what do they believe? Strand: <i>Believing</i> (1.2) <u>Islam</u> The Mosque Prayer – Mecca, removing shoes and washing Qur’an Main beliefs Visit Mosque		How and why do we celebrate special and sacred times? Strand: <i>Expressing</i> (1.6) <u>Christianity, Islam/ Judaism</u> Easter Pesach Eid-al-fitr		How should we care for others and the world, and why does it matter? Strand: <i>Living</i> (1.8) <u>Christianity & Judaism</u> Care Christian teachings Jewish teachings Golden rule The beginning of the world	
ART	Autumn 1: Drawing and Sketchbooks <u>Explore & Draw</u> <i>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</i> Disciplines: Drawing, Sketchbooks, Collage Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist Artists: Rosie James, Alice Fox		Spring 1: Surface & Colour: Paint, Texture, <i>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life’s.</i> Disciplines: Painting, Sketchbooks Medium: Acrylic Paint, Paper Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Paul Cezanne		Summer 1: Working in 3 dimensions <u>Stick Transformation Project</u> <i>Explore how you can transform a familiar object into new and fun forms.</i> Disciplines: Making, Drawing, Sketchbooks Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials Artists: Chris Kenny	

D&T	<p>Autumn 2: Textiles Technical skill: assembled from two identical fabric shapes Product: To design, make and evaluate glove puppet User/ Audience: year one Purpose/ Functionality: To play with the puppet</p>		<p>Spring 2: Mechanisms Technical skill: Wheels & Axils Product: To design, make and evaluate a car User/ Audience: Themselves Purpose/ Functionality: To race in the year 2 Grand Pix. Which vehicle can travel the furthest?</p>		<p>Summer 2 Cooking & Nutrition Technical skill: Preparing fruit and vegetables Product: To design make and evaluate wrap pizza that is healthy and reflects culture Audience: Parents Purpose: To eat with parents after school at a picnic</p>	
PSHE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! 	<p>Being My Best</p> <ul style="list-style-type: none"> You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid 	<p>Valuing Differences</p> <ul style="list-style-type: none"> What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem 	<p>Rights and Respect</p> <ul style="list-style-type: none"> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment? 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? 	<p>Growing and Changing</p> <ul style="list-style-type: none"> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy
Values	<p>Respect</p>  <p>How do we show respect to others...our school...our community values</p>	<p>Kindness</p>  <p>Helping others cooperation</p>	<p>Resilience</p>  <p>How do we get better at things? achievements</p>	<p>Ambition</p>  <p>Setting and Meeting a challenge comfort zone</p>	<p>Creativity</p>  <p>What is unique about me? self-esteem, proud</p>	<p>Teamwork</p>  <p>Outdoor games team player, resilience</p>
PE (Indoor)	<p>Gymnastics: Balance</p>	<p>Dance: Communicating moods, feelings and ideas</p>	<p>Gymnastics: Parts high & low</p>	<p>Dance: Performing different styles of cultural dance</p>	<p>Gymnastics: Jumping and landing</p>	<p>Dance: Creating a Dance Phrase</p>
PE (Outdoor)	<p>Games: Dribbling</p>	<p>Games: Throwing and catching</p>	<p>Games: Sending, kicking and striking</p>	<p>Games: Developing sending & receiving skills</p>	<p>Athletics: Sprinting, jumping and turning</p>	<p>Games: Striking skills</p>
Music	<p>Wind Instruments/ The Victorians Instrument: Tin Whistle Genre: folk Period: 17th - 20th century Tradition: n/a Experience: n/a Skills: listening, singing</p>	<p>The Little Train of Caipira by Villa-Lobos/ The Victorians Instrument: Tin Whistle Genre: classical/ latin Period: 20th century Tradition: n/a Experience: n/a</p>	<p>The Carnival of the Animals by Saint-Saens Instrument: Tin Whistle Genre: Romantic Period: early 20th century Tradition: n/a Experience: Class Assembly, watching a live music performance</p>	<p>Dragons Instrument: Tin Whistle Genre: Rap Period: contemporary Tradition: n/a Experience: Singing Partnership Festival, Tin Whistle performance</p>	<p>Stone Age Skills: singing, contextualising Elements: silence, dynamics, tempo</p>	<p>Oceans Skills: composing, singing, notating Elements: dynamics, timbre, silence, duration, texture</p>

	Elements: pitch, tempo, timbre	Skills: listening, contextualising Elements: tempo, duration, structure	Skills: singing, listening; performing Elements: texture, structure	Skills: performing, singing, composing, notating Elements: pitch, dynamics, tempo		
Spanish	Los superhéroes Superheroes	Las formas Shapes	Sé... I know how...	En mi pueblo KS1 In my town	La fruta Fruit	Los animales Animals