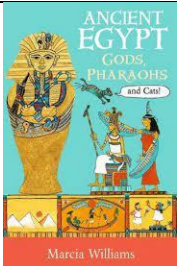


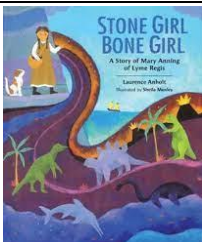

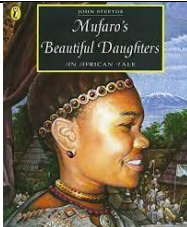








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	INSET Friday 1st September 16 th October: Multicultural week Stem Workshop TBC	INSET Monday 30th October INSET Monday 27th November 18 th Dec Festival of Lights Day	Forest School	18 th March Mental health & Wellbeing week British Museum- Ancient Greece	Polling Day 2 nd May INSET Friday 3rd May Bank Holiday 6 th May	17 th June Sports week INSET Monday 24th June Visit Hindu Temple
English Focus Texts/ Stimuli	 <ul style="list-style-type: none"> Take One Picture Stimulus: Henri Rousseau Surprised (1891) Tadeo Jones (Literacy Shed) Ancient Egypt, Gods, Pharaohs & Cats (CLPE) Multicultural Week- Whole School Project 	 <ul style="list-style-type: none"> The King Who Banned The Dark (CLPE) How the Stars Came To Be (CLPE) Mountains – link to Geography 	 <ul style="list-style-type: none"> Matilda 	 <ul style="list-style-type: none"> Stone Girl, Bone Girl – link to Science The Most Magnificent Mosque 	 <ul style="list-style-type: none"> Ruby Bridges Mintaour and the labyrinth – link to History 	 <ul style="list-style-type: none"> Mufuaro's beautiful daughters Science learning – flowering plants life cycle nature. Once upon a picture
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and division	Number: Multiplication and division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Measurement: Money Measurement: Time	Geometry: Shape Statistics
Science	Animals, including humans (nutrition focus) <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that 	Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light 	Forest schools <ul style="list-style-type: none"> Plants: (Termly) visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting 	Rocks <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and 	Forces and magnets <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, 	Plants <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

	<p>they cannot make their own food; they get nutrition from what they eat</p> <p>Animals, including humans (movement focus)</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and <p>Plants: (Termly)</p> <ul style="list-style-type: none"> visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. 	<ul style="list-style-type: none"> notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<p>seeds and taking photographs or making observational drawings for buds, flowers etc.</p>	<p>simple physical properties</p> <ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<p>but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Computing	<p>Computer Science</p> <p>Unit 3.1 Coding Number of lessons – 6</p> <p>Main Programs – 2Code</p>	<p>Digital Literacy</p> <p>Unit 3.2 Online safety Number of lessons – 3</p> <p>Programs – Various</p> <p>Information Technology</p> <p>Unit 3.3 Spreadsheets Number of lessons – 2</p> <p>Programs – 2Calculate</p>	<p>Information Technology</p> <p>Unit 3.4 Touch Typing Number of lessons – 4</p> <p>Programs – 2Type</p> <p>Digital Literacy</p> <p>Unit 3.5 Email (including email safety) Number of lessons – 4/6</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p>Teaching computing</p> <p>Information Technology</p> <p><u>Data and information – Branching databases.</u></p> <p>Number of lessons - 6</p> <p>J2E</p>	<p>Keeping myself safe (PSHE)</p> <p>Staying safe online – recognising potential risks associated with browsing online.</p> <p>Information Technology.</p> <p>Unit 3.7 Simulations Number of lessons – 3</p> <p>Programs – 2Simulate, 2Publish</p>	<p>Information Technology</p> <p>Unit 3.8 Graphing Number of lessons – 3</p> <p>Programs – 2Graph</p> <p>Information Technology</p> <p>Unit 3.9 Presenting with Google Slides</p> <p>Number of Lessons 4</p> <p>Programs - Google Slides</p>
Geography	<p>Rivers</p> <p>How do rivers, people and land affect each other?</p>	<p>Mountains</p> <p><i>How do mountains interact with what is around them?</i></p>	<p>Settlements & cities</p> <p>How are settlements similar and different?</p>	<p>Agriculture</p> <p>How are we connected to farmers?</p>	<p>Volcanoes</p> <p>How do volcanoes affect a place?</p>	<p>Climate and Biomes</p> <p>How does the climate affect the way people live?</p>
History	<p>Ancient Egypt</p> <p><i>How much did Ancient Egypt change over time?</i></p>	<p>Cradles of Civilisation</p> <p><i>How similar and different were Ancient Egypt and Ancient Sumer?</i></p>	<p>The Indus Valley</p> <p><i>How do we know about the Indus Valley Civilisation?</i></p>	<p>Persia and Greece</p> <p><i>What did Greek city-states have in common?</i></p>	<p>Ancient Greece</p> <p><i>What can we learn from the sources of Ancient Greece?</i></p>	<p>Alexander the Great</p> <p><i>How did Alexander the Great conquer so much?</i></p>

RE	Why do people pray? <i>Strand: Expressing (L2.4)</i> <u>Christianity, Hinduism, Islam</u> What is prayer? Islamic prayer Christian prayer Hindu prayer Similarities and differences		What do different people believe about God? <i>Strand: Believing (L2.1)</i> <u>Christianity, Hinduism, Islam</u> Our own beliefs Christian - Trinity Muslims - Allah Qur'an Humanism Comparison to Hindus		What does it mean to be a Hindu in Britain today? <i>Strand: Living (L2.8)</i> <u>Hinduism</u> Main beliefs Hindu deities Puja (worship) Aarti (light) Music Reincarnation Visit a Hindu Temple	
ART	Autumn 2: Drawing and Sketchbooks <u>Gestural Drawing with Charcoal</u> <i>Making loose, gestural drawings with charcoal, and exploring drama and performance.</i> Disciplines: Drawing, Sketchbooks Theme: Cave art, Movement, Human Body, Relationship of Body to Place Medium: charcoal, Paper, Bod		Spring 2: Surface & Colour: Print, Colour, Collage <u>Working with Shape and Colour</u> <i>"Painting with Scissors": Collage and stencil in response to looking at artwork.</i> Disciplines: Printmaking (Stencil/Screen Print), Collage Medium: Paper, Printmaking Ink, Stencils & Crayons		Summer 2: Working in 3 dimensions <u>Telling Stories Through Drawing & Making</u> <i>Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</i> Disciplines: Drawing, Sculpture, Sketchbooks Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc).	
D&T	Autumn 1: Food and Nutrition <i>Technical skill: Heathy and Varied diets</i> <i>Product: To design, make and evaluate a healthy sandwich To bake own bread</i> <i>User/ Audience: Themselves</i> <i>Purpose/ Functionality: Healthy diet</i>		Spring 1: Structures <i>Technical skill: Shell structures</i> <i>Product: To design, make and evaluate packing to protect biscuits</i> <i>User/ Audience: Families</i> <i>Purpose/ Functionality: Protection</i>		Summer 1: Mechanical Systems <i>Technical skill: Pneumatic systems</i> <i>End product: To design, make and evaluate A moving monster</i> <i>Purpose/ Functionality: enjoyment and play</i> <i>Purpose/ Audience: For year 2 children</i>	
PSHE	Me and My Relationships <ul style="list-style-type: none">As a ruleLooking after our special peopleHow can we solve this problem?Tangram team challenge (OPTIONAL)Friends are specialThanksDan's dare	Rights and Respect <ul style="list-style-type: none">Helping each other to stay safeRecount taskOur helpful volunteersCan Harold afford it?Earning moneyHarold's environment project	Being My Best <ul style="list-style-type: none">Derek cooks dinner! (healthy eating)Poorly HaroldBody team workFor or against?I am fantastic!Top talents	Valuing Difference <ul style="list-style-type: none">Respect and challengeFamily and friendsMy communityOur friends and neighboursLet's celebrate our differencesZeb	Keeping Safe <ul style="list-style-type: none">Safe or unsafe?Danger or risk?The Risk robotSuper SearcherHelp or harm?Alcohol and cigarettes: the facts	Growing and Changing <ul style="list-style-type: none">Relationship treeBody spaceNone of your business!Secret or surprise?Basic first aid
Values	Respect – Aut 1  What do respectful people do....behaviour, body language etc. <i>consideration, considerate</i>	Kindness – Aut 2  Being unkind to yourself: would you say this to a friend? <i>self-esteem</i>	Resilience – Spr 1  How can we solve this problem? <i>decision-making, pros and cons</i>	Ambition – Spr 2  People who have shown ambition <i>devotion, commitment, passion</i>	Creativity – Sum 1  Imagination land: what does yours look like? <i>originality, imaginativeness</i>	Teamwork – Sum 2  Don't wake the dragon: chn silently organise themselves in order of e.g. height <i>Communication, partnership</i>

PE (Indoor)	Team Building/Fitness:	Gymnastics: Stretching & Curling	Games: Invasion Games (Creating space)	Dance: Exploring cultural dance	Gymnastics: Travelling with a change of direction	Yoga: Body awareness
PE (Outdoor)	Games: Outdoor & Adventurous Activities (Using simple trails/diagrams)	Games: Invasion Games (Passing)	Forest School	Games: Net/Wall (Directing the ball)	Games: Athletics (Running, throwing & jumping)	Games: Striking and fielding
Music	<u>Instrument Families</u> Instrument: Recorder Genre: Classic Period: Baroque Tradition: n/a Experience: n/a Skills: notating, performing, listening Elements: pitch, tempo	<u>The Orchestra</u> Instrument: Recorder Genre: Classic Period: Baroque Tradition: n/a Experience: London Symphony Orchestra Concert Skills: contextualising, listening, notating Elements: pitch, tempo, duration, texture, structure	<u>Songs from Matilda</u> Instrument: Recorder Genre: Musicals Period: Contemporary Tradition: n/a Experience: n/a Skills: singing, notating Elements: pitch, tempo, duration, structure	<u>Mary Anning</u> Instrument: Recorder Genre: Folk Period: 17th - 20th century Tradition: n/a Experience: Class Assemblies, Recorder performance Skills: singing, performing Elements: pitch, tempo, duration	<u>Volcanoes</u> Genre: n/a Period: n/a Tradition: n/a Experience: n/a Skills: composing Elements: dynamics, silence, timbre, texture	<u>Sounds of Africa</u> Genre: World Music Period: Early Music? Tradition: n/a Experience: n/a Skills: composing, contextualising Elements: tempo
Spanish	Me Presento Presenting Myself & phonics	Las Verduras Vegetables	Los instrumentos Instruments	¿Tienes una mascota? Do you have a pet	La Clase The class	Helados Ice creams