
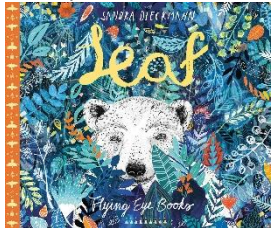
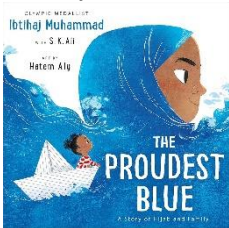
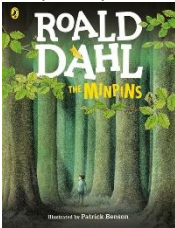
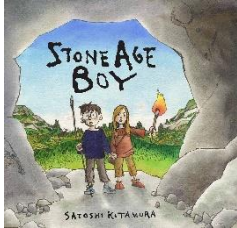









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	<p>Meet the team 8/9/25</p> <p>Trip to Mosque 29/9/25</p> <p>Trip to Ally Pally WC 13/10/25</p>	<p>London Transport Museum – WC 24/11/25</p> <p>Victorian Day 4/12/25 TBC</p>	<p>Class Assemblies 20-22/1/26</p>	<p>Forest School</p>	<p>Plants with Naomi</p>	<p>Celtic Harmony 2/6/26</p>
English Text/ Stimuli	<p>The Secret Sky Garden by Linda Sarah and Fiona Lumbers</p> 	<p>Leaf by Sandra Dieckmann</p> 	<p>The Proudest Blue by Ibtihaj Muhammad</p> 	<p>The Minpins by Roald Dahl</p> 	<p>The Stone Age Boy by Satoshi Kitamura</p> 	<p>Ruby's Worry by Tom Percival</p> 
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>	<p>Measurement: Money</p> <p>Number: Multiplication and division</p>	<p>Number: Multiplication and division</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass, Capacity and Temperature</p>	<p>Number: Fractions</p> <p>Measurement: Time</p>	<p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Position and direction</p>
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 	<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, 	<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) 	<p>Forest School</p>	<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>

	<p>plants, and how they depend on each other</p> <ul style="list-style-type: none"> 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 	bending, twisting and stretching				
Computing	<p>Digital Literacy Online Safety Number of lessons – 3 Programs – Various</p> <p>Computer Science Data explorers – 4 lessons</p>	<p>Information technology The internet – 2 lessons</p> <p>Information technology Creating pictures - 5 lessons</p>	<p>Information technology Spreadsheets – 6 lessons</p> <p>Online Safety Day</p>	<p>Rights and Responsibilities (PSHE) Online Safety- Name ways to stay safe when using the internet.</p> <p>Information technology Questioning – 4 lessons</p>	<p>Computer Science Coding – 6 lessons</p>	<p>Information Technology Presenting ideas – 4 lessons</p> <p>Information Technology Making music – 3 lessons</p>
Geography	<p>London What makes London important and unique?</p>		<p>Our world What are the similarities and differences between places near the Equator and those near the North or South Pole?</p>		<p>My Place, Your Place What are the similarities and differences between Enfield and a suburb of Islamabad</p>	
History	<p>Significant Victorians How were Mary Seacole, Florence Nightingale and Edith Cavell different?</p>	<p>Victorian Inventions How have Victorian inventions changed our lives?</p>	<p>Significant People How has exploration changed throughout history?</p>		<p>The Stone Age and Neolithic Age How do we know about the Stone Age?</p>	<p>The Bronze Age & Iron Age Which development of the prehistoric period was the most significant?</p>

RE	<p>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</p> <p>Visit Mosque</p>		<p>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</p>		<p>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</p>	
ART	<p>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></p> <p>Disciplines: Drawing, Sketchbooks, Collage Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p>		<p>Spring 2: Surface & Colour: Paint, Texture, Colour <u>Expressive Painting</u> <i>Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.</i></p> <p>Disciplines: Painting, Sketchbooks Medium: Acrylic Paint, Paper</p>		<p>Summer 2: Working in 3 dimensions <u>Stick Transformation Project</u> <i>Explore how you can transform a familiar object into new and fun forms.</i></p> <p>Disciplines: Making, Drawing, Sketchbooks Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials</p>	
D&T	<p>Autumn 2 -Technical skill: Textiles Design Brief: To design and make a glove puppet Design Specifications 1. The child's hand must fit the puppet. 2. The puppet must look like the book character they have chosen.</p>		<p>Spring 2 -Technical skill: Cooking & Nutrition Design Brief: Design and make a Dips and Dippers food product as a healthy snack between meals. Design Specifications: 1. The food product should reflect healthy eating messages. 2. The dip should be based on Indian raita yoghurt dip. 3. There should be two types of prepared fruit or vegetable dippers in the pack. 4. The food product should be contained in a packaged box</p>		<p>Summer 2 - Technical skill: Mechanisms (Wheels & Axles) & Structures Design Brief: To design and make a Toy Car to enter the Year 2 Grand Prix. Design Specifications: 1. The toy figure must be able to fit inside the toy car. 2. The toy car must have two wheel and axle mechanisms. 3. The toy car should be themed to the toy figure. 4. The chassis should be 20cm x 15cm</p>	
PSHE	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Our ideal classroom 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	Respect 	Kindness 	Resilience 	Ambition 	Creativity 	Teamwork 
	How do we show respect? to others...our school...our community values	Helping others cooperation	How do we get better at things? achievements	Setting and Meeting a challenge comfort zone	What is unique about me? self-esteem, proud	Outdoor games team player, resilience
PE (Indoor)	Gymnastics: Balance	Dance: Communicating moods, feelings and ideas	Gymnastics: Parts high & low	Forest School	Gymnastics: Jumping and landing	Dance: Creating a Dance Phrase
PE (Outdoor)	Games: Dribbling	Games: Throwing and catching	Games: Sending, kicking and striking	Games: Developing sending & receiving skills	Athletics: Sprinting, jumping and turning	Games: Striking skills
Music	<u>Tin Whistle</u> Skills: pitched instrument, performing, notating, beat marking Inter-related dimensions of music: pitch, silence, duration, tempo Genre: Folk, Pop Period: Early 20th Century, Contemporary		<u>Choir</u> Skills: singing, performing Inter-related dimensions of music: pitch, structure, tempo, dynamics Genre: Folk, Pop Period: Early 20th Century, Contemporary Application: Singing Festival, Class Assembly		<u>The Carnival of the Animals by Saint-Saens</u> Skills: listening, appraising, contextualising, notating, performing, percussion instruments, composing Inter-related dimensions of music: timbre, texture, dynamics Genre: Classical Period: Romantic	