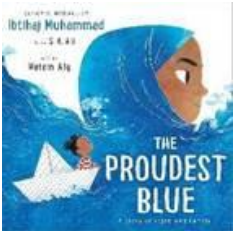
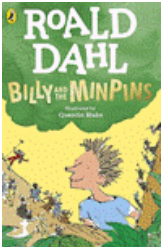


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	Multicultural Week Ally Pally Trip Mosque Trip 6/10; 13/10	London Transport Museum 18/11/26 DT with Parents	Mental Health Week & Internet Safety Day Class Assemblies Art Studio Day	Neurodiversity Celebration Week	Arts Week Cooking with Parents Celtic Harmony?	Sports Week Growing and Changing week DT with Parents Year 2 Grand Prix
English Text/ Stimuli	The Secret Sky Garden by Linda Sarah and Fiona Lumbers 	Leaf by Sandra Dieckmann 	The Proudest Blue by Ibtihaj Muhammad 	Billy and the Minpins by Roald Dahl 	The Stone Age Boy by Satoshi Kitamura 	Ruby's Worries by Tom Percival 
Phonics	Phase 5 review /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture /sh/ sh ti ch ssi ci si /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	Bridge to spelling What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Spelling Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Spelling The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el?	Spelling Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word How can I show missing letters in a word?	Spelling Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed)

Prickly words & Homophones	(Tricky Words) through improve move prove shoe two who beautiful their parents thought sure once again any many friend busy pretty because laugh friend	No new words recap	once two any many knight/night one/won where/wear	who whole people friend move improve our/hour quite/quiet see/sea to/too/two	beautiful laugh busy pretty parents because here/hear be/bee bare/bear there/their/ they're	eye shoe thought through sun/son whole/hole blue/blew
Handwriting	1. Practising diagonal join to ascender: th, ch 2. Practising diagonal join, no ascender: ai, ay 3. Practising diagonal join, no ascender: ir, er 4. Practising horizontal join to ascender: wh, oh 5. Practising horizontal join, no ascender: ow, ou	1. Introducing diagonal join to e: ie, ue 2. Introducing horizontal join to e: oe, ve 3. Introducing ee 4. Practising diagonal join, no ascender: le 5. Writing numbers 1–100	1. Introducing diagonal join to anticlockwise letters: ea 2. Practising diagonal join to anticlockwise letters: igh 3. Practising diagonal join to anticlockwise letters: dg, ng 4. Introducing horizontal join to anticlockwise letters: oo, oa 5. Practising horizontal join to anticlockwise letters: wa, wo	1. Introducing mixed joins for three letters: air, ear 2. Practising mixed joins for three letters: oor, our 3. Practising mixed joins for three letters: ing 4. Size and spacing	1. Building on diagonal join to ascender: ck, al, el, at, il, ill 2. Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip 3. Building on horizontal join to ascender: ok, ot, ob, ol 4. Building on horizontal join, no ascender: oi, ou, on, op, ov	1. Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo 2. Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks 3. Practising joining ed and ing 4. Capitals
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Number: Multiplication and division Measurement: Length and Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time	Measurement: Time Statistics Geometry: Position and direction
Science	Pip Discovers Living Things 1. What is alive? 2. What is dead? 3. Was it ever alive? 4. What do living things need? 5. What are some tricky object? 6. Where can we find living things?	Use of Everyday Materials 1. What material is best for this job? 2. What is the best waterproof material? 3. Can objects be made from different materials? 4. How can squashing change a shape? 5. How does bending or twisting change things? 6. How can we make things longer?	Food Chains 1. What do animals eat? 2. Where does food come from? 3. What is a food chain? 4. Food chains with humans 5. What are food chains in different habitats? 6. What breaks food chains?	Forest School 1. What is a habitat? 2. What plants and animals live near us? 3. What is a microhabitat? 4. How do habitats meet needs? 5. How do living things depend on each other? 6. Can we compare different habitats?	Zhi grows a plant 1. What are seeds? 2. How do seeds grow? 3. What are bulbs? 4. How do bulbs grow? 5. What do seeds and bulbs need to grow? Where do new plants come from?	Growing Up, Keeping Healthy 1. What do animals need to survive? 2. How do baby animals grow? 3. What is a life cycle? 4. How do humans grow? 5. Why do we need to eat well? Why are exercise and hygiene important?

Computing	Computer Science PM – Route explorers Digital Literacy 2BeSafe – Managing Online Information (Keywords, using a webpage, Voice activated searching)	Information technology PM – The internet Information technology PM – Creating pictures Digital Literacy 2BeSafe – Managing Online Information (Imaginary or real, untruths online)	Information technology PM – Spreadsheets Digital Literacy Online Safety Day	Information technology PM – Questioning Digital Literacy Rights and Responsibilities (PSHE) Online Safety- Name ways to stay safe when using the internet. Playing games	Computer Science PM – Coding Digital Literacy Keeping Safe (PSHE) Should I tell? (link to Online safety)	Information Technology PM – Presenting ideas Information Technology PM – Making music
	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, India (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 Why did hunter-gatherers end their nomadic way of life?
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		Spring 1: 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> Disciplines: Painting, Sketchbooks Medium: Acrylic Paint, Paper		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	

D&T	Autumn 2 -Technical skill: Textiles Design Brief: To design and make a glove puppet Design Specifications - The child's hand must fit the puppet. - The puppet must look like the book character they have chosen.		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: - The food product should reflect healthy eating messages. - The dip should be based on Indian raita yoghurt dip. - There should be two types of prepared fruit or vegetable dippers in the pack. - The food product should be contained in a packaged box		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: - The toy figure must be able to fit inside the toy car. - The toy car must have two wheel and axle mechanisms. - The toy car should be themed to the toy figure. - The chassis should be 20cm x 15cm	
Cooking	Jamaica Cake - (Mary Seacole - History)	Spring Rolls - (Geography London; Chinatown)	Sp1 - Matzah bread (RE)	Raita (D&T)	Mango Lassi (Geography)	Roasted Veg (Science)
PSHE	Me and My Relationships - Our ideal classroom - How are you feeling today? - Let's all be happy! - Being a good friend - Types of bullying - Don't do that! Bullying or Teasing? - All About Diversity: What is Diversity? 2BeSafe – Managing Online Information (Keywords, using a webpage, Voice activated searching)	Being My Best - Harold's Postcard - Harold's Bathroom - Anti-Bullying - Basic First Aid 2BeSafe – Managing Online Information (Imaginary or real, untruths online)	Valuing Differences - 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 - Anti-Racism – My Skin Your Skin Let's Talk about Race, Racism and Empowerment	Rights and Respect - When I feel like erupting - Feeling safe - Playing games (link to Online safety)	Keeping Safe - Harold's picnic - How safe would you feel? - What should Harold say? - I don't like that! - Fun or not? - Should I tell? (link to Online safety) - All About Diversity: What can girls and boys do?	Growing and Changing - A helping hand - Sam moves away - Haven't you grown! - My body, your body - Respecting privacy
Values	Responsibility  Being responsible out in the community. Story opp: How do dinosaurs stay safe? being careful	Courage  Trying something new challenge Daring	Appreciation & Understanding  How would you behave? / How does my friend feel? consideration	Trust  What does trust mean? trustworthy	Honesty  How do you feel toward others who have lied? truthfulness	Fairness  How do we respond appropriately if treated unfairly? reasoning
PE	Ball Skills Parkour	Throwing and Catching Games Yoga	Invasion Games Gymnastics	Inclusive Sports Forest School	Athletics Dance	Striking and Fielding Games Fitness

Music	<u>Tin Whistle</u>	<u>Choir</u>	<u>The Carnival of the Animals by Saint-Saens</u>
	Skills: pitched instrument, performing, notating, beat marking	Skills: singing, performing	Skills: listening, appraising, contextualising, notating, performing, percussion instruments, composing
	Inter-related dimensions of music: pitch, silence, duration, tempo	Inter-related dimensions of music: pitch, structure, tempo, dynamics	Inter-related dimensions of music: timbre, texture, dynamics
	Genre: Folk, Pop Period: Early 20th Century, Contemporary	Genre: Folk, Pop Period: Early 20th Century, Contemporary Application: Singing Festival, Class Assembly	Genre: Classical Period: Romantic