

Year 2 – Long Term Planning - Schemes of Work September 2022

Subject	Autumn	Spring	Summer
English	<p>English Objectives covered across all topics throughout the year:</p> <p>Reading – Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discuss the sequence of events in books and how items of information are related • Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales • Be introduced to non-fiction books that are structured in different ways • Recognise simple recurring literary language in stories and poetry • Discuss and clarify the meaning of the words, linking new meanings to new vocabulary • Discuss their favourite words and phrases • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Draw on what they already know or on background information and vocabulary provided by the teacher • Make inferences on the basis of what is being said and done • Check that the text makes sense to them as they read and correct inaccurate reading • Answering and asking questions • Predict what might happen on the basis of what has been read so far • Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves <p>Writing – Transcription</p> <ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones 		

- Spell by learning to spell common exception words
- Spell by learning to spell more words with contracted forms
- Spell by learning the possessive apostrophe (singular)
- Spell by distinguishing between homophones and near homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Writing – Transcription: Handwriting

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Writing – Composition

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary
- Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing
- Read aloud what they have written with appropriate intonation to make the meaning clear

Writing – Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes for contracted forms and the possessive (singular)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2 - Vocabulary_grammar_and_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

- Learn how to use sentences with different forms: statement, question, exclamation, command
- Learn how to use expanded noun phrases to describe and specify
- Learn how to use the present and past tense correctly and consistently including the progressive form
- Learn how to use subordination and co-ordination
- Learn how to use grammar for Y2 in English Appendix 2
- Learn how to use some features of written standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

	<p>Traditional Tales and Fables (Aesop’s Fables)</p> <ul style="list-style-type: none"> • Write a personal descriptive text • Use adjectives and noun phrases to describe animals • Compose and perform a dialogue between 2 characters from a fable • Write a dialogue between 2 animal characters • Read fables and answer questions about them (understand features of oral fables) • Understand what proverbs are and learn some off by heart. • Create compound sentences using ‘and’, ‘but’ ‘so’ • Identify clauses and conjunctions in sentences; add clauses to a sentence <p>Postcards and Letters (Non-fiction)</p> <ul style="list-style-type: none"> • Features of letters • Write a letter • Distinguish between Statements, questions, exclamations and commands • Write and address postcards • Plan and write an extended letter <p>Poetry (Poems by Edward Lear)</p> <ul style="list-style-type: none"> • An introduction to The Owl and the Pussycat • Identify and learn different word classes (nouns, adjectives and prepositions) • Rewrite a poem based on an original • Read and write own limericks 	<p>Dragons (Fiction)</p> <ul style="list-style-type: none"> • Draw and label dragon maps • Compose and write postcards • Plan and write a sequel to a story • Use and identify nouns and adjectives (write a character profile) • Identify and use adjectives and qualifying adverbs in descriptions • Discuss and describe dragons from stories read in class • Compose descriptive sentences using co-ordinating conjunctions • Identify co-ordinating and subordinating conjunctions in dragon sentences <p>Information texts: Follow the Moon (Non-Fiction)</p> <ul style="list-style-type: none"> • Understand terms fiction and non-fiction • Gather facts and figures for a Sea creatures information page • Draft, edit and refine a non-fiction text • Use coordinating and subordinating conjunctions to write about Jacques Cousteau • Write a short factual information text • Using apostrophes (contractive and possessive) • Write a book review • Use simple and progressive forms of present and past tense • Write a Deep-Sea diary using the past tense • Write a biography 	<p>Information texts (Dinosaurs)</p> <ul style="list-style-type: none"> • Read non-fiction texts about dinosaurs and note facts • Make notes about favourite non-fiction dinosaur text • Write a recommendation for a favourite dinosaur non-fiction text • Understand common and proper nouns and locate examples in texts • Identify and use adjectives and adverbs • Write a description of a favourite dinosaur using adjectives, adverbs and descriptive phrases • Review key features of non-fiction information texts • Contents and Index pages • Understand and write a Glossary • Use non-fiction texts and websites for research • Identify and write statements, questions, commands and exclamations • Research a favourite dinosaur • Write labels and captions using expanded noun phrases • Compose sentences for an information book <p>Stories with Fantasy (Quest Stories)</p> <ul style="list-style-type: none"> • Identify features of a quest story (plot, characters, setting, tension) • Compose a simple quest journey • Write creatively using past progressive form • Explore plot, setting and language features of quest stories • Identify and compose sentences with different forms and punctuate correctly • Plan and write a quest story
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		<p>Poetry (Monster Poems)</p> <ul style="list-style-type: none"> • Listen and respond to contemporary poetry • Identify key features of poetry • Write about a favourite poem • Identify and use questions, statements, commands and exclamations in poetry • Write a monster poem based on those read 	<p>Poetry (Happy Poems)</p> <ul style="list-style-type: none"> • Read, enjoy and explore features of poems • Understand and use apostrophes for contraction and possession • Read and respond to poems and recognise features of poetry • Understand and use some features of standard written English • Write a list poem about treasures and special feelings
<p>Maths</p>	<p>What is my number?</p> <ul style="list-style-type: none"> • Represent numbers to 50 • Represent numbers to 100 • Estimate numbers to 100 <p>What is Place Value</p> <ul style="list-style-type: none"> • Identify the value of each digit in a 2-digit number • Order numbers to 100 • Use the language greater than, less than and equal to • Solve problems using different number representations <p>Number Bonds</p> <ul style="list-style-type: none"> • Find different ways to make 20 • Explore number bonds to 20 • Find number bonds to 20 by counting on • Use a number line to explore number bonds <p>Problem solving using number bonds</p> <p>Multiplication</p> <ul style="list-style-type: none"> • Use number patterns to continue sequences • Use and apply the 2, 5 and 10 times table to solve problems • Use multiplication to solve problems <p>Division</p> <ul style="list-style-type: none"> • To share movable objects into groups • To share objects into groups to solve problems 	<p>Comparing numbers</p> <ul style="list-style-type: none"> • Identify the value of each digit in a 2-digit number • Use place value to order numbers • Use <, > and = to compare numbers • Use place value and number facts to solve problems <p>Times tables</p> <ul style="list-style-type: none"> • Explore the formal layout for the 2 times table, relating this to repeated addition • Explore the formal layout for the 5 times table, relating this to repeated addition • Explore the formal layout for the 10 times table, relating this to repeated addition • Solve missing number problems for the 2, 5, and 10 times tables <p>3D Shapes</p> <ul style="list-style-type: none"> • Identify the edges, vertices and faces of 3D shapes • Identify, describe and make 3D shapes • Identify 2D shapes on the surface of 3D shapes • Describe 3D shapes according to the shapes and arrangement of their faces 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Show that multiplication of 2 numbers can be done in any order • Create fact families to show relationship between multiplication and division calculations • Solve multiplication calculations using a number line • Solve division calculations using a number line • Solve multiplication and division word problems using physical resources or a number line <p>Addition</p> <ul style="list-style-type: none"> • Know how to partition two and three-digit numbers • Use partitioning to add a multiple of ten to a two-digit number • Use partitioning to add two 2-digit numbers together • Add two 2-digit numbers in the context of money word problems • Add two 2-digit numbers mentally <p>Subtraction</p> <ul style="list-style-type: none"> • Partition two and three-digit numbers

	<ul style="list-style-type: none"> To write number sentences to explain how objects have been grouped To use knowledge of double and halves to solve division problems <p>2D Shapes</p> <ul style="list-style-type: none"> Name and draw different polygons Name and make 2D shapes Name, compare and describe quadrilaterals Identify vertical lines of symmetry in 2D shapes <p>Compare and describe 2D shapes according to their properties</p> <p>Measuring (length)</p> <ul style="list-style-type: none"> Compare lengths using appropriate vocabulary Measure and draw lines using a ruler Measure to the nearest unit of measure Compare lengths using $<$, $>$ or $=$ <p>Choose appropriate equipment to measure with</p> <p>Pictograms</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms Interpret and construct tally charts Interpret and answer questions using pictograms <p>Ask and answer simple questions using pictograms and tally charts</p> <p>Number Patterns</p> <ul style="list-style-type: none"> Order numbers and identify the sequence Count groups of two and groups of ten objects Count in groups of 2,5 and 10 Count in groups of 2,3,5 and 10 Identify odd and even numbers <p>Addition</p> <ul style="list-style-type: none"> Add 2 and 3 groups of objects Use number lines to add 2 and 3 numbers Add 10 and 20 to a 2-digit number Use 100 squares to add multiples of 1- to 2-digit numbers <p>Add 10 to a 2-digit number mentally</p>	<p>Compare and sort common 3D shapes and objects</p> <p>Measuring (Weight)</p> <ul style="list-style-type: none"> Order objects by weight using appropriate language Measure and order weights in grams Estimate and compare an object's weight to a measured weight Read a scale measuring weight to the nearest 100g <p>Measure amounts in g and kg</p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 Use the inverse to prove and check answers Derive addition and subtraction facts up to 100 Use the rounding and adjustment method when adding and subtracting <p>Solve addition and subtraction problems</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> Use practical and pictorial methods to solve multiplication and division problems Use multiplication and division facts to solve problems Explore which number sentences are commutative Use multiplication to check answers to division problems <p>Solve problems involving multiplication and division</p> <p>Fractions</p> <ul style="list-style-type: none"> Find a half and a quarter of a shape 	<ul style="list-style-type: none"> Subtract multiples of ten from a two or three-digit number Subtract TO from TO or HTO numbers without bridging ten Subtract TO from two-digit numbers, bridging ten when necessary <p>Solve subtraction problems involving money</p> <p>Fractions</p> <ul style="list-style-type: none"> Recognise, name and find fractions Write fractions Find fractions of numbers Solve fraction problems in context Count in steps of one half and one quarter <p>Measuring (Capacity)</p> <ul style="list-style-type: none"> Compare capacities of different containers Compare capacity of various containers using simple multiples Read and measure volumes using measuring jugs or cylinders Measure and order capacities and volumes <p>Accurately measure and add small volumes of water</p> <p>Money</p> <ul style="list-style-type: none"> Combine coins to make a given total Explore how different combinations of coins can make the same total Buy items using a budget Solve problems involving money, including giving change Solve missing number problems involving money <p>Data (Charts and tables)</p> <ul style="list-style-type: none"> Investigate and draw pictograms with many - to-one symbols
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	<p>Subtraction</p> <ul style="list-style-type: none"> • Subtract 1 or 2 numbers from a total using objects or pictures • Use number lines to subtract numbers from a total • Subtract multiples of ten from a 2-digit number • Use 100 squares to subtract 2-digit numbers <p>Subtract 1-digit and 2-digit numbers mentally</p> <p>Money</p> <ul style="list-style-type: none"> • Recognise coins and notes up to £50 • Find the total value of a set of coins/notes up to £20 • Find different combinations of coins to make equivalent amounts • Find change from 20p, 50p, £1 and £2 <p>Use reasoning to solve problems involving money</p>	<ul style="list-style-type: none"> • Find a half, quarter and third of a shape • Find half, quarter and third of a number • Find a quarter and three quarters of shapes and numbers • Solve practical problems involving fractions <p>Measuring (time)</p> <ul style="list-style-type: none"> • Read, write, say and draw analogue clock 'o'clock' times • Read, say, write and draw 'half past', 'quarter past' and 'quarter to' times. • Find times that are five minutes later or earlier than a given time • Become more fluent at telling the time, including on analogue clocks • Become more fluent at telling the time by listening to clock chimes <p>Data (Charts and tables)</p> <ul style="list-style-type: none"> • Use tallies and pictograms to share information • Compare pictograms and block diagrams • Organise, compare and sort data • Sort information into block diagrams • Generate information and input it into tables and block diagrams <p>Position and Direction</p> <ul style="list-style-type: none"> • Know how to describe and continue patterns and sequences • Know how to continue sequences and identify missing objects in sequences • Know how to create and describe sequences • Use vocabulary to describe direction and movement 	<ul style="list-style-type: none"> • Use reasoning to prove answers • Interpret and draw block diagrams with ratios of one, two, five and ten <p>Collect and present data</p> <p>Place Value</p> <ul style="list-style-type: none"> • Count in steps of 2,3,5 and 10 • Recognise and use the place value of digits to solve problems • Use the place value of digits to solve problems • Use place value to order two-digit numbers • Use place value and number facts to solve problems <p>Measuring (Time)</p> <ul style="list-style-type: none"> • Revise reading, saying and drawing o'clock, half past, quarter to and quarter past times • Tell the time to the nearest 5 minutes on an analogue clock (minutes past) • Tell the time to the nearest five minutes on a analogue clock • Find five minutes/one hour earlier/later than a given time • Plan a school day to the nearest 5 minutes <p>Problem Solving</p> <ul style="list-style-type: none"> • Solve problems involving addition and subtraction • Solve problems involving multiplication and division • Solve one and two step word problems involving money • Solve word problems involving time <p>Solve puzzles and problems</p> <p>Shape</p> <ul style="list-style-type: none"> • Identify and describe 2D shapes • Identify and describe 3D shapes
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<p>Science (We will be working on a rolling two-year programme. Each block contains six sessions to be completed with a half term.)</p>	<p>Block A Animals including Humans Amazing me</p> <ul style="list-style-type: none"> How we have changed Body patterns Playground sounds Sorting using senses All our senses Balancing lunch boxes <p>Seasonal changes</p>	<p>Block B Animals including Humans People and their Pets</p> <ul style="list-style-type: none"> Go exploring Where do woodlice live? Puppy has made a mess Design an imaginary pet My pet is happy 	<p>Block A Everyday Materials Brilliant Builders</p> <ul style="list-style-type: none"> We're going on a material hunt Materials pairs and properties Sticking together Odd one out Three little pigs: brilliant builders? 	<p>Block B Everyday Materials Brilliant Builders</p> <ul style="list-style-type: none"> Fixing a torn umbrella: Part 1 Fixing a torn umbrella: Part 2 Are bricks absorbent? Mopping up Waterproofing materials Printing 	<p>Block A Animals including Humans Wild and Wonderful Creatures</p> <ul style="list-style-type: none"> Different kinds of animals We are wonderful creatures too Habitats in a bottle Facts and flaps Micro-Safaris 	<p>Block B Everyday Materials Exploring changes</p> <ul style="list-style-type: none"> Ice watching Frozen! Puddle patrol part 1 Puddle patrol part 2 Wonderful wax! Changing materials <p>Living things and their Habitats Habitats and Homes</p>

<p>Block A will be taught this year, 2022-23 Block B will be covered from Sept 23)</p>	<p>Wild Weather</p> <ul style="list-style-type: none"> • What do we know about weather? • Wondering about weather • Shadow surprises • Weather stations: Rainfall • Weather stations: Wind direction • Weather stations: Temperature 	<ul style="list-style-type: none"> • Bring pets to school day <p>Seasonal changes</p> <p>Weather Art</p> <ul style="list-style-type: none"> • Four seasons • Windsock wonder • Spinners and spirals • Looking at light • Creating sundials • Shadow theatre 	<ul style="list-style-type: none"> • Three little pigs: alternative materials <p>Plants</p> <p>Growing Things</p> <ul style="list-style-type: none"> • What's growing outside? • Spuds • Beans in bags • Grow some cress • Bean update • Cress sandwiches 	<p>Plants</p> <p>Art and Nature</p> <ul style="list-style-type: none"> • Where does it come from? • Helicopters • What lives in the garden? • What's inside a flower? • Looking closely • What's inside a tree? 	<ul style="list-style-type: none"> • Tour guides and visitors <p>Living things and their Habitats</p> <p>Food chains</p> <ul style="list-style-type: none"> • Exploring food chains • Creating food chains • Dead or alive! • Food chain dioramas • Classroom aquariums • Creating food chains 	<ul style="list-style-type: none"> • Playground allotment • Micro-habitats • Farming • Designing a bug hotel • Make a bug hotel • Harvest the spoils
<p>Geography</p>	<p>Weather In The UK</p> <ul style="list-style-type: none"> • Understand weather words and symbols • Weather forecasts and how they help people • Understand how weather can change with the seasons • Recognising that weather changes/ varies from place to place – inland and coastal areas • Reading and interpreting pictograms • Comparing the weather near the equator to that of the UK • Comparing the weather in Polar regions to that of the UK • How does the weather affect different animals 		<p>What Is An Island?</p> <ul style="list-style-type: none"> • Understand what an island is • Know the different types of islands and how they are formed • Investigating the islands of the UK – atlas work • Learning about island life on Struay through the stories on Katie Morag - transport, buildings, people, facilities, jobs and wildlife • Understand the difference between a natural and a manmade geographical feature • Comparing life on the mainland with life on an island • Investigating islands around the world – atlas work • Planning/designing and drawing my own island – using manmade and natural features 		<p>My World and Me</p> <ul style="list-style-type: none"> • Locate the UK, the equator and the poles on a world map • Comparing the land features and climate of the UK and Ecuador • Comparing the capital cities of the UK and Ecuador • Investigating different animals that live in the world • Identifying physical and human features from aerial photographs • Creating maps with a key • Investigating the world – atlas work 	
<p>History</p>	<p>The Gunpowder Plot</p>		<p>The Great Fire of London</p>		<p>Seaside holidays in the Past</p>	

	<ul style="list-style-type: none"> Who was Guy Fawkes Problems for the Plotters The end of the Plot Wanted! The search for Thomas Percy The Plot in 6 Acts Remember Remember Trip to London to visit the Houses of Parliament <p>Remembrance Day</p> <ul style="list-style-type: none"> Origins of Remembrance Day What happens on Remembrance Day? War Memorials Why is it important to remember? 	<ul style="list-style-type: none"> London Past and Present Life in the 17th Century The events of The Great Fire How do we know about the Great Fire? What happened after the Great Fire? What have we learned about the Great Fire? <p>Trip to London to visit the Monument at Pudding Lane and to the Tower of London for a Great Fire workshop</p>	<ul style="list-style-type: none"> Features of a seaside holiday Using photographs to find clues as to what seaside holidays were like in the past When and how seaside holidays became popular What were seaside holidays like 100 years ago? Ordering seaside holidays in chronological order Similarities and differences between seaside holidays now and in the past <p>Trip to Hastings and a visit to the Cutty Sark and the Greenwich Maritime Museum</p>
RS	<p>Nature and God</p> <ul style="list-style-type: none"> The Creation Story (Christianity) Harvest Sukkot (Judaism) Prince Siddhartha and the Swan (Buddhism) The Boy who Threw Stones at Trees (Islam) <p>Light and Dark</p> <ul style="list-style-type: none"> Advent Christmas Lights Rama and Sita (Hinduism) Light over Dark (Hinduism) The Maccabee Brothers (Judaism) The Hanukkah Menorah 	<p>Rules and Routines</p> <ul style="list-style-type: none"> School Rules and Routines The 10 Commandments Shabbat (Judaism) The 5 Pillars of Islam The 5 K's (Sikh) Humanism <p>Beginnings and Endings</p> <ul style="list-style-type: none"> Thinking about Beginnings and Endings Vaisakhi Naam Karan Baptism Easter Marking my own Beginning or Ending 	<p>Ceremonies</p> <ul style="list-style-type: none"> What is a Ceremony? Aqiqah (Islam) Bar Mitzvah (Judaism) Dastar Bandi (Sikh) Weddings (Hinduism) Planning a ceremony <p>Places of Worship</p> <ul style="list-style-type: none"> Special Places Visiting a Mosque Visiting a Gurdwara The shape of Buddhist Temples Making comparisons Designing a Special Place
Art	<p>Shapes - Figures and portraits</p> <ul style="list-style-type: none"> What shapes can your body make? Drawing around body shapes Drawing body shapes by looking Drawing heads and faces <p>Tone and Texture – Figures and portraits</p> <ul style="list-style-type: none"> Identifying light and dark spaces Imaginary drawings using light and dark tones 	<p>Pattern – Textiles and Mosaics</p> <ul style="list-style-type: none"> Drawing natural Patterns Creating Repeat patterns Patterns in Art – Aboriginal Art Printing a symmetrical pattern Weaving a pattern Mosaics Printing on fabric 	<p>Exploring Texture – Animals and Habitats</p> <ul style="list-style-type: none"> Talking about texture Experimenting with marks to make textures Drawing animal skin/fur textures Looking at paintings of animals - Leonardo da Vinci drawings of horses and cats Printing an animal texture design Exploring textures in clay

	<ul style="list-style-type: none"> • Experimenting with light and dark • Looking for shadows and drawing around them • Drawing a portrait looking for tone 	3D Form and clay – Animals <ul style="list-style-type: none"> • Making a clay pinch pot with animal design • Create an imaginary animal • crocodile paper puppets 	3D Form in clay - Animals <ul style="list-style-type: none"> • Joining shapes to create Animals in clay Colour – Animals and Habitats <ul style="list-style-type: none"> • Observational drawings of texture in nature • Making a painting with a focus on greens • Collecting and experimenting with mixing greens • Drawing a landscape outside • Designing a habitat for clay animal and painting
Computing	'We are Astronauts' <ul style="list-style-type: none"> • Programming on screen Computing PoS focus: <ul style="list-style-type: none"> • Programming Software/hardware used: <ul style="list-style-type: none"> • Scratch 'We are Games Testers' <ul style="list-style-type: none"> • Exploring how a computer works Computing PoS focus: <ul style="list-style-type: none"> • Computational thinking Software/hardware used: <ul style="list-style-type: none"> • Scratch 	'We are Detectives' <ul style="list-style-type: none"> • Communicating clues, using email Computing PoS focus: <ul style="list-style-type: none"> • Communication/collaboration Software/hardware used: <ul style="list-style-type: none"> • Web browser • PowerPoint/ActiveInspire 'We are Researchers' <ul style="list-style-type: none"> • Researching a topic Computing PoS focus: <ul style="list-style-type: none"> • Computer networks Software/hardware used: <ul style="list-style-type: none"> • Web browser • PowerPoint 	'We are Photographers' <ul style="list-style-type: none"> • Taking, selecting and editing digital images Computing PoS focus: <ul style="list-style-type: none"> • Creativity Software/hardware used: <ul style="list-style-type: none"> • Digital cameras/ipads • Picasa Web 'We are Zoologists' <ul style="list-style-type: none"> • Recording bug hunt data Computing PoS focus: <ul style="list-style-type: none"> • Productivity Software/hardware used: <ul style="list-style-type: none"> • Excel/ActiveInspire • Picasa Web • Google maps
Drama	Performance Poetry <ul style="list-style-type: none"> • 1 – Share poems • 2 – Projection • 3 - Diction • 4 – Facial Expressions • 5 - Performance Performance (Christmas Play) <ul style="list-style-type: none"> • 1 – Performance Prep • 2 – Performance Prep 	Mime <ul style="list-style-type: none"> • 1 – What is mime? • 2 – Copying movement • 3 – Gestures • 4 – Charlie Chaplin (Lion) • 5 – Mime drama games • 6 – Group devising/performing Peter and the Wolf <ul style="list-style-type: none"> • 1 – Retelling the story 	The Great Kapok Tree (Script Writing) <ul style="list-style-type: none"> • 1 - Retelling the story • 2 – Freeze Frames • 3 – Creating script as group • 4 – Stage directions • 5 – Group performance Mr Men <ul style="list-style-type: none"> • 1 – Object characters • 2 – Share Mr Men stories – act them out

	<ul style="list-style-type: none"> • 3 - Performance Prep • 4 - Performance Prep • 5 - Performance Prep • 6 - Performance Prep 	<ul style="list-style-type: none"> • 2 – Freeze Frames • 3 – Soundscapes • 4 – Characters (Peter & Wolf) • 5 – Group work 	<ul style="list-style-type: none"> • 3 – Character traits • 4 – Creating own character • 5 - Group devising/performing
French	<p>The emphasis is very much on oral work, songs, stories, games and having fun with the language. Movement and participation are very important parts of the learning process and so lessons are often informal, sitting on the carpet in a circle, in the hall or outside if the weather permits. Dynamo and Language Angels web-based interactive whiteboard activities will be used by the teacher and the pupils to support learning through the use of ICT in the classroom. French is used as the target language in the classroom as much as possible to familiarise pupils with the skill of ‘picking up the gist’.</p>		
	<p>Moi et ma famille</p> <ul style="list-style-type: none"> • To revise and refresh greeting and saying how you are • Respond to instructions and indicate understanding (simple classroom commands) • Repeat and understand colours vocabulary; many pupils will learn to say them • Use new language to take part in language games and songs • Understand the meaning of vocabulary for immediate family members- working towards using the language orally. • Take part in a simple role play conversation • Body parts. • Developing the ability to listen with care- <i>Jacque a dit...</i> • Learn about Christmas in France.- culture and traditions • Join in with a traditional Christmas song 	<p>Les Animaux- based around <i>Ours Brun</i></p> <ul style="list-style-type: none"> • Revision of numbers 0-20 and learn to 30 • Recognise and identify animals from a story.- <i>Ours Brun</i> • Understand use of colours to describe animals.- position of adjective • Recognise words describing size Big/Small • Retell stories- recreating class version of <i>Ours Brun</i> • Recognise and express likes and dislikes with animals. 	<p>Food and Drink- based around <i>La Chenille qui fait des trous</i></p> <ul style="list-style-type: none"> • Understand the gist and participate in the reading of a story. – <i>La chenille qui fait des trous</i> • Identify items of fruit and key language in story • To be able to recognise and say the days of the week from story • Numbers 1-30. • Understand and chant as a group a sequence of words. • Learn to recognise, repeat and chant words for months. • Food and Drink- extend food and drink vocabulary- French café • To be able to order food and drink. • Take part in games to show understanding of language and their sequence.
Music	<p>Singing & Rhythm</p> <ul style="list-style-type: none"> • Time Signatures • Rhythm Composition • Song Structure • Christmas Plays (Singing) • Recorder Lessons • Harvest Assembly (Group Performance) 	<p>Performance</p> <ul style="list-style-type: none"> • Solo Performance • Singing (Hymns and Carols) • Recorder Lessons • Listening Skills (The Great Composers) • Instruments of the orchestra 	<p>Theory</p> <ul style="list-style-type: none"> • Treble Clef • Recorder Lessons • Singing (Chants and Rhythms) • Theory – Layout of the keyboard

<p>PE</p>	<p>Actions</p> <ul style="list-style-type: none"> • Walking, running, spinning, rolling etc. <p>Space</p> <p>Using spaces and different directions</p> <ul style="list-style-type: none"> • Encourage evasion skills • Encourage change of direction • Variation of speed and acceleration <p>Ball skills</p> <ul style="list-style-type: none"> • Catching • Throwing • Striking • Passing <p>Swimming lessons</p> <p>Games lesson: Football</p> <ul style="list-style-type: none"> • Passing • Kicking • Control • Team play • Development of rules 	<p>Body parts</p> <p>Use for weight bearing, transference and travelling.</p> <p>Gymnastics module</p> <ul style="list-style-type: none"> • to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision • to choose, use and vary simple compositional ideas in the sequences they create and perform • to recognise and describe what their bodies feel like during different types of activity • to lift, move and place equipment safely • to improve their work using information they have gained by watching, listening and investigating <p>Ball skills</p> <p>Games lesson: Rugby</p> <ul style="list-style-type: none"> • passing • kicking • evasive play 	<p>Athletic skills</p> <ul style="list-style-type: none"> • Running technique • Mini hurdles • Two foot jumps • Skipping <p>Dodgeball</p> <ul style="list-style-type: none"> • Throwing • Aiming • Evading <p>Swimming Lessons</p> <p>Games Lesson: Cricket skills</p> <ul style="list-style-type: none"> • batting • bowling • fielding • wicket keeping • etiquette
<p>RSHE</p>	<p><i>First lesson for all Year groups = discussing the ICT Acceptable Use Policy to ensure pupils understand how to use ICT equipment/the internet safely (please refer to the Acceptable Use document and posters).</i></p> <p>Topic 1 – Healthy and Happy Friendships</p> <ul style="list-style-type: none"> • Developed friendships • Qualities of happy friendships • Importance of personal boundaries 	<p>Topic 3 – Caring and Responsibility</p> <ul style="list-style-type: none"> • Communities that we belong to • Who helps us within our communities • How we can support others in our communities • Ways to stay safe in our communities • When we may need to ask for help from trusted adults • More in common than differences 	<p>Topic 5 – Healthy Bodies, Healthy Minds</p> <ul style="list-style-type: none"> • Emotional health and wellbeing • Medicines and household substances • How people feel when they are poorly and what can help them <p>Topic 6 – Coping with Change</p>

	<ul style="list-style-type: none"> • Recognise safe and unsafe situations • Respond to unwanted touch • Knowing who to speak to and trust if worried or unsafe • Importance of talking about worries and how they build up <p>Topic 2 – Similarities and Differences</p> <ul style="list-style-type: none"> • Individual strengths and abilities • Simple gender stereotypes and why these are unhelpful and unfair for everyone • Gender stereotypes in relation to work and recognise the challenges with these 	<p>Topic 4 – Families and Committed Relationships</p> <ul style="list-style-type: none"> • Importance of diversity of families • Importance of healthy, positive family relationships • Identify features of healthy, happy family relationships, and how to get help if anyone feels unhappy or unsafe • Family diversity and difference 	<ul style="list-style-type: none"> • How bodies and needs change as children get older • How likes, dislikes and achievements change as children get older • Future aspirations • Setting goals or milestones and how to achieve them
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