

# King's Oak Primary School

## Year 2 Curriculum Plan - Academic Year 2021/2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Mr Gumpy's Outing by John Burningham</b> recount; using questions marks and conjunctions; different sentence types; tenses - present and past; keyword spellings; letter formation</p> <p><b>Mrs Armitage on wheels by Quentin Blake</b> recount; alternative version, expanded noun phrases; coherence using repeated phrases</p> <p><b>The Three Little Pigs by Mara Alparin and Ag Jatkowska</b> recount; review - using descriptive vocabulary (adjectives); re-telling a story in order</p>	<p><b>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury</b> recount; review - using descriptive vocabulary (adjectives); re-telling a story in order</p> <p><b>Anti bullying week - Seeds and Trees by Brandon Walden</b></p> <p><b>Harvey Slumfenburger's Christmas present by John Burningham</b> - narrative - re-telling and adapting a story; time adverbials, subordinate conjunctions</p>	<p><b>Paddington by Michael Bond</b> witness statement; letter writing; Recipe writing Time adverbials, apostrophes for contraction, expanded noun phrases; different sentence types;</p> <p><b>The Tear Thief by Carol Anne Duffy</b> wanted poster using descriptive language (adjectives, precise verbs, adverbs) descriptive writing - using adjectives, adverbs and precise verbs; sentences starting in different ways</p>	<p><b>Jack and the Beanstalk by Carol Ottolenghi</b> conscience alley - dilemma; diary; using time adverbials, coordinating and subordinate conjunctions</p> <p><b>Jack and the Baked Beanstalk by Colin Stimpson</b> diary; using time adverbials, coordinating and subordinate conjunctions</p> <p><b>The Lonely Sea Dragon by Helen Dunmore and Rebecca Cobb</b> - descriptive language (expanded noun phrases, verbs, adverbs), time adverbials, conjunctions, letter writing</p>	<p><b>Pirate Pete and the Treasure Island by Susan Akass</b> narrative based on the text - uplevelling and improving writing to include expanded noun phrases, time adverbials, adverbs, sentences starting in different ways, coherence, conjunctions</p> <p>Wanted poster; witness statement, letter, recipes (for fruit kebabs and vegetable kebabs); pirate poetry</p> <p><b>I'm a Pirate by Annette Wynne</b> Write poetry</p>	<p><b>George's Marvellous Medicine by Roahl Dahl</b> - description, recipe, instructions, narrative recount, letter -including time adverbials, expanded noun phrases, adverbs, conjunctions, starting sentences in different ways, coherence</p> <p><b>The Enormous Crocodile by Roahl Dahl</b> description, wanted poster, witness statement, recount - including time adverbials, expanded noun phrases, adverbs, conjunctions, starting sentences in different ways, coherence</p>

<p>Guided Reading</p>	<p><b>Mr Gumpy's Outing by John Burningham</b></p> <p><b>Mrs Armitage on wheels by Quentin Blake</b></p> <p><b>The Three Little Pigs by Mara Alparin and Ag Jatkowska</b></p> <p><b>Flying High by Jen Green (non-fiction)</b></p> <p>(non-fiction text about the history of aviation and early aviators (History link))</p> <ul style="list-style-type: none"> <li>● draw on knowledge of vocabulary to understand texts;</li> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> </ul>	<p><b>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury</b></p> <p><b>Harvey Slumfenburger's Christmas present by John Burningham</b></p> <ul style="list-style-type: none"> <li>● draw on knowledge of vocabulary to understand texts;</li> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> </ul>	<p><b>Paddington by Michael Bond</b></p> <p><b>The Tear Thief by Carol Anne Duffy</b></p> <p><b>The Cloud Forest by Nic Bishop (non-fiction)</b></p> <ul style="list-style-type: none"> <li>● draw on knowledge of vocabulary to understand texts;</li> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> </ul>	<p><b>Jack and the Beanstalk by Carol Ottolenghi</b></p> <p><b>Jack and the Baked Beanstalk by Colin Stimpson</b></p> <p><b>The Lonely Sea Dragon by Helen Dunmore and Rebecca Cobb</b></p> <ul style="list-style-type: none"> <li>● draw on knowledge of vocabulary to understand texts;</li> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> </ul>	<p><b>Jolly Roger by Colin McNaughton</b></p> <p><b>How to be a Pirate by Scoular Anderson</b></p> <p><b>I'm a Pirate by Annette Wynne</b></p> <p>draw on knowledge of vocabulary to understand texts;</p> <ul style="list-style-type: none"> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> <li>● Perform poetry</li> </ul>	<p><b>The Enormous Crocodile by Roahl Dahl</b></p> <p><b>George's Marvellous Medicine by Roahl Dahl</b></p> <p><b>Crocodiles and Alligators - National Geographic Kids - Laura Marsh</b></p> <ul style="list-style-type: none"> <li>● draw on knowledge of vocabulary to understand texts;</li> <li>● identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information;</li> <li>● identify and explain the sequence of events in texts; make inferences from the text;</li> <li>● predict what might happen on the basis of what has been read so far</li> </ul>
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<p>Maths</p>	<p><b>NCETM Number sense - for fluency</b></p> <p><b>Numbers 10 - 100</b></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul> <p><b>Calculations within 20</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>	<p><b>NCETM Number sense - for fluency</b></p> <p><b>Fluently add and subtract within 10</b></p> <p><b>Addition and subtraction of 2 digit numbers</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones and a two-digit number and tens;</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul> </li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p><b>NCETM Number sense - for fluency</b></p> <p><b>Introduction to multiplication and to division structures</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	<p><b>NCETM Number sense - for fluency</b></p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>identifying and describing the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces</li> <li>identifying 2-D shapes on the surface of 3-D shapes</li> <li>comparing and sorting common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Addition and subtraction of 2 digit numbers</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:</li> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li> </ul>	<p><b>NCETM Number sense - for fluency</b></p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p);</li> <li>combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognising finding,, naming and writing fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>writing simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognising the equivalence of two quarters and one half.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>sequencing intervals of time</li> <li>Telling and writing the time to five minutes, including quarter past/to the hour and drawing the hands on a clock face to show these times</li> </ul>	<p><b>NCETM Number sense project - for fluency</b></p> <p><b>Doubling, halving, quotitive and partitive division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Measure - capacity, volume, mass</b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm);</li> </ul>
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	<ul style="list-style-type: none"> <li>● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones and two two-digit numbers</li> <li>● adding three one-digit numbers</li> </ul>	<p><b>Introduction to multiplication</b></p> <ul style="list-style-type: none"> <li>● recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>● calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (<math>\times</math>) and equals (=) signs</li> <li>● show that multiplication of two numbers can be done in any order (commutative)</li> <li>● solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.</li> </ul>		<ul style="list-style-type: none"> <li>● a two-digit number and ones, a two-digit number and tens and two two-digit numbers</li> <li>● adding three one-digit numbers</li> <li>● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>● recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<ul style="list-style-type: none"> <li>● knowing the number of minutes in an hour and the number of hours in a day.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>● order and arrange combinations of mathematical objects in patterns and sequences</li> <li>● use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>	<p>mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>● compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> </ul> <p><b>Statistics (and across other areas of the curriculum)</b></p> <ul style="list-style-type: none"> <li>● interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>● ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>● ask and answer questions about totalling and comparing categorical data.</li> </ul>
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<p>Science</p>	<p><b>Uses of everyday materials Knowledge</b>          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> <p><b>Working scientifically</b>          comparing the uses of everyday materials in and around the school with materials found in other places;          observing closely, using simple equipment          identifying and classifying the uses of different materials, and recording their observations.          Asking questions about the suitability of materials for different purposes and recognising that they can be answered in different ways          Performing simple tests to ascertain the properties of materials          Gathering and recording data to help answering questions</p>	<p><b>Living things and their habitats Knowledge</b>          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 microhabitats, 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> <p><b>Working Scientifically</b>          sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.          Explore the questions ‘Is a flame alive? Is a deciduous tree dead in winter?’          Construct a simple food chain that includes humans</p>	<p><b>Plants Knowledge</b>          observe and describe how seeds and bulbs grow into mature plants;</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy;</p> <p>begin to find out the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants</p> <p><b>Working scientifically</b>          Observe closely using simple equipment and record the growth of a variety of plants as they change over time from a seed or bulb          Set up a comparative test to show that plants need light and water to survive</p>	<p><b>Animals including humans Knowledge</b>          notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>begin to be introduced to the processes of reproduction and growth in animals</p> <p><b>Working scientifically</b>          observe through video or first-hand observation and measurement, how different animals, including humans, grow;          ask questions about what things animals need for survival and what humans need to stay healthy;          Gathering and recording data to help answering questions</p>
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			Describe the conditions in different habitats and microhabitats and find out how the conditions affect the number and type(s) of plants and animals that live there.			
Computing	<p><b>Digital Literacy and Online Safety</b></p> <ul style="list-style-type: none"> <li>• What things are personal information?</li> <li>• Passwords</li> <li>• Inappropriate and appropriate behaviour</li> <li>• Online safety rules.</li> <li>• What is our digital footprint?</li> <li>• Espresso Videos - Staying safe online; the internet; passwords; online and offline</li> <li>• Google Classroom rules and using the stream responsibly</li> </ul> <p><b>Understanding Technology</b></p> <ul style="list-style-type: none"> <li>• Recognise what technology is used for</li> <li>• Follow instructions to get to a specific website</li> <li>• Useful websites to find information</li> <li>• Using safe search features</li> <li>• Using Google Classroom</li> <li>• Using Google search to search for something specific</li> </ul>	<p><b>Computer Science: Algorithms</b></p> <ul style="list-style-type: none"> <li>• Give commands one at a time to control the direction and movement (^v&lt;&gt;)</li> <li>• give a set of instructions to follow and predict what will happen</li> <li>• Improve their sequence of commands by debugging</li> <li>• J2E JIT Turtle and Logo</li> <li>• Scratch</li> <li>• Bee Bot and app</li> </ul>	<p><b>Digital Literacy and Online Safety</b></p> <ul style="list-style-type: none"> <li>• Where to get help when online</li> <li>• To know if a website is child appropriate</li> <li>• How to go onto the internet and leave websites</li> <li>• Using google chrome/ web browser.</li> <li>• BBC bitesize guides-</li> <li>• (-How can you use the internet?)</li> <li>• (-How can you use the web safely.)</li> <li>• (-How do you take care of personal information)</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Use the mouse and keyboard</li> <li>• Open, retrieve and save work.</li> <li>• Use paint tools-brushes, rubber, stamps, shapes, text</li> <li>• Add text boxes and images.</li> <li>• Typing using the keyboard.</li> <li>• File explorer</li> <li>• Google classroom</li> <li>• J2E software (JiIT) using different colour skills - shading etc</li> <li>• J2e 5</li> <li>• Typing game (J2E)</li> <li>• Google docs</li> </ul>	<p><b>Digital Literacy and Online Safety</b></p> <ul style="list-style-type: none"> <li>• Identify what is personal information.</li> <li>• Creating passwords</li> <li>• Identify what is appropriate and inappropriate for online.</li> <li>• Recap Online rules.</li> <li>• Espresso quiz.</li> <li>• Google chrome quiz Year 2.</li> <li>• Recap class online rules.</li> <li>• Creating passwords activity- post it notes</li> </ul> <p><b>Understanding Technology</b></p> <ul style="list-style-type: none"> <li>• Recognising good websites for their age.</li> <li>• Making comments/ blogging.</li> <li>• Using a search engine.</li> <li>• Using links to get information.</li> <li>• Google Classroom stream</li> <li>• Using the school bookmarks</li> <li>• Create a useful website page on Google classroom</li> </ul>	<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Control the nature of events, loops, single events and add and delete features.</li> <li>• give a set of instructions to follow and predict what will happen.</li> <li>• -improve their sequence of commands by debugging.</li> <li>• J2E JIT Logo</li> <li>• Scratch</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• Open, retrieve and save work.</li> <li>• add text, boxes and images.</li> <li>• Type using the keyboard.</li> <li>• use software to record sound.</li> <li>• Animation software</li> <li>• Google classroom</li> <li>• Google docs</li> <li>• Google slides</li> <li>• Google search</li> </ul>

	<ul style="list-style-type: none"><li>● Using the school bookmarks</li><li>● Technology in our school hunt</li></ul>					
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History	<p><b>The History of Early Aviation Knowledge</b> Chronological order- years within a century - placing early aviators on a timeline.</p> <p>Inventions and changes in technology and aeroplanes changed transport over time.</p> <p>The important role key figures played in these changes - Bessie Coleman, Amelia Earhart, Amy Johnson and the Wright brothers.</p> <p>The impact these inventions had on the lives of all of us.</p> <p><b>Skills</b> Using a range of terms connected with the passing of time</p> <p>Placing events related the history of aviation in chronological order</p> <p>Describing differences and similarities between aviation in the past and present.</p> <p>Recognising why people became aviators and why events happened.</p> <p>Asking and answering questions about changes in aviation at the turn of the century.</p> <p>Using first and second hand sources, including stories, eye-witness accounts, pictures, photographs and artefacts</p> <p>Beginning to select and organise information by taking notes</p>			<p><b>How our monarchy has changed in the last 1,000 years Knowledge</b> Chronological order - ordering centuries and periods of time</p> <p>What is a monarch and what is a kingdom?</p> <p>The important role King Athelstan played in the creation of England</p> <p>The importance of Kingston (local) in the history of the Saxon kings.</p> <p><b>Skills</b> Using first and second hand sources, including the Coronation Stone in Kingston to find out about King Athelstan</p> <p>Researching famous King Athelstan and why he is important to England</p> <p>Describing differences and similarities with monarchy past and present (Queen Elizabeth II and King Athelstan)</p> <p>Beginning to select and organise information by taking notes</p> <p>Describing some of the main events and people studied</p> <p>Using relevant vocabulary to communicate ideas</p>
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	Using relevant vocabulary to communicate ideas Describing some of the main events and people studied				
Geography	<p><b>Where are we?</b> Placing postcards on a UK map</p> <p>Identifying the 4 countries of the UK and their capitals and surrounding seas (recap)</p> <p>Identify and discuss aspects of children's own countries of heritage - comparing cultures and societies by children's experiences; write about a country of their heritage</p> <p>Conduct and record the results of a 'travel to school' survey for the class (collect and record evidence)</p> <p>Drawing a map to illustrate the location of the actions of a story (Mr Gumpy's Outing and Little red Riding Hood)</p>	<p><b>Early Aviators (links with History)</b> Recapping the names and locations of continents and oceans in relation to the early aviators topic - maps for the flight paths of early aviators</p> <p>Locating America and Ireland on map or globe - making links with early aviators</p>	<p><b>Paddington's Journey (links with English)</b> Comparison of an area of UK to a contrasting area in a Non-European country: New Malden and Madre de Dios in Peru (close to Paddington's Darkest Peru)</p> <p>Locate Peru and London on a map and globe - making links with Paddington and his journey to London</p> <p>Compare key human and physical features of the local area - New Malden and a contrasting area</p> <p>Understand that a globe can be represented as a flat surface</p> <p>Know and be able to locate hot and cold areas of the world.</p> <p>Know where the polar, temperate and equatorial regions are</p> <p>Know that temperatures in some countries can go from being very hot to very cold at different times of the day and year.</p> <p>Know that population density in countries is different and does not always relate to their size.</p> <p>Fieldwork: take a short journey by coach to Wetlands to investigate a slightly more distant sight which contrasts with the immediate local area</p>	<p><b>Pirates (links with DT/Science/English)</b> Locate and name continents and oceans where pirates were prolific in the Golden Age of Piracy</p> <p>Knowing that an island is land surrounded by water</p> <p>Locate and name places where fruits and vegetables we use in our fruit and vegetable kebabs come from</p>	<p><b>Fieldwork in the local area</b> explore the local area of the school to investigate the range of buildings, roads, green spaces, and other local features</p> <p>use a compass and create a map with a key of the local area</p> <p>visit Kingston Recreation Ground and Dickerage Lane Recreation Ground and talk about what happens there and investigate why people go there and how people use it and enjoy it; observe physical and human features</p> <p>Visit local shops and talk about what happens there and investigate why people go there</p> <p>Fieldwork: take a short journey by bus to the Polka Theatre to investigate how Wimbledon contrasts with the immediate local area</p> <p>Art linked to map work and fieldwork - adding sketches of local features to a map.</p>

RE	<p><b>What does it mean to belong to a faith community?</b></p> <p>Examples of different communities (religious and non religious). Why is your community important and how do you feel you belong?</p>	<p><b>Why does Christmas matter to Christians?</b></p> <p>Understanding the importance of Christmas in Christianity (Jesus's birth) and how it links to Easter (Jesus' death and why it is meaningful for Christians).</p>	<p><b>What makes some places sacred to believers?</b></p> <p>Give examples of ways in which believers put their beliefs into action. e.g. Through thanking, celebrating, reflection, prayer. Looking at religious places of worship and identifying important symbols.</p>	<p><b>What is the good news Christians say Jesus brings?</b></p> <p>Understanding the good news as the gospel in the Bible. Understanding that the gospel teaches Christians about what Jesus wanted people to be like.</p>	<p><b>Who is Muslim and how do they live?</b></p> <p>Understanding some of the key beliefs in Islam (5 Pillars). How do the 5 pillars help Muslims live their lives?</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Understanding how Jewish traditions and faith stories help Jews live their lives. Focus on the weekly Shabbat and its importance on family life.</p>
PSHE	<p><b>Jigsaw Scheme Being Me in My World</b></p> <p>Create a new class charter for the year</p> <p>Hopes and fears for the new year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Staying safe</p>	<p><b>Jigsaw Scheme Celebrating Difference</b></p> <p>Boys and girls</p> <p>Why does bullying happen?</p> <p>Standing up for myself and others</p> <p>Making a new friend</p> <p>Anti-Bullying Week</p>	<p><b>Jigsaw Scheme Dreams and Goals</b></p> <p>Goals to success</p> <p>My learning strength</p> <p>Learning with others</p> <p>Learning as a whole class</p>	<p><b>Jigsaw Scheme Healthy Me</b></p> <p>Being healthy</p> <p>Being relaxed - managing my emotions</p> <p>Medicine safety</p> <p>Healthy eating</p>	<p><b>Jigsaw Scheme Relationships</b></p> <p>Families</p> <p>Keeping safe</p> <p>Friends and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Celebrating my special relationships</p>	<p><b>Jigsaw Scheme Changing Me / SRE</b></p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>The changing me</p> <p>Boys and girls bodies</p> <p>Assertiveness</p> <p>Looking ahead</p>
PE	<p><b>Locomotor Skills</b></p> <p>learning how to move successfully and consistently with balance and coordination in the five main modes of human movement (walking, running,</p>	<p><b>Gymnastics 1</b></p> <p>increasing the range of basic gymnastic skills, shapes, jumps and forward rolls, including integrating shapes and jumps into a forward roll sequence</p>	<p><b>Dance 1</b></p> <p>moving in time with the music, following a dance routine, developing own dance moves/steps; developing a routine with a partner.</p>	<p><b>Gymnastics 2</b></p> <p>further increasing the range of basic gymnastics skills, incorporating basic skills into rhythmic gymnastics (using a ball and hoop)</p>	<p><b>Dance 2</b></p> <p>Building on previous skills - moving in time with the music, following a dance routine, developing own dance moves/steps;</p>	<p><b>Racket Skills</b></p> <p>Learning how to grip a racket, learning how to manipulate a racket to control a ball, hitting a ball accurately with a racket, practising forehand and backhand,</p>

	<p>jumping, hopping, skipping)</p> <p><b>Movement Games</b> Changing direction with balance and control, dynamically, changing speed, reaction to the movements of an opponent, using these skills in a game, including deceiving an opponent</p>	<p><b>Games Activities</b> Building on previous skills changing direction with balance and control, dynamically, changing speed, reaction to the movements of an opponent, using these skills in a game, including deceiving an opponent</p>	<p><b>Catching and Throwing</b> Use equipment such as balls, beanbags, quoits and scarves with accuracy and purpose; perform a range of movements such as underarm and overarm throws, rolls and bounces with different types of equipment</p>	<p><b>Bats and Balls</b> Accurately sending a ball, reading a ball's path when moving to intercept it, learning how to strike a ball with a bat, improving ability to strike a ball, increasing power when striking a ball, experience with different types of bats</p>	<p>developing a routine with a partner.</p> <p><b>Team Building</b> In the context of team games already played over the year, learning what good teamwork is, improving listening skills, improving reactions to communication and communicating with others in a team, working with others to solve a problem or develop tactics in a game</p>	<p>having a rally with a partner, playing games to apply these skills</p> <p><b>Team Building</b> Building on previous skills and in the context of team games already played over the year, learning what good teamwork is, improving listening skills, improving reactions to communication and communicating with others in a team, working with others to solve a problem or develop tactics in a game</p>
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<p>Music</p>	<p>Charanga Scheme</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of a song: Hands feet heart by Joanna Mangona</p> <p><b>Afropop, South African Music</b></p>	<p>Charanga Scheme:</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of songs for the Christmas production, including: Ho Ho Ho by Joanna Mangona</p> <p><b>Festivals and Christmas, rapping and improvising</b></p>	<p>Charanga Scheme</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of a song: I wanna play in a band by Joanna Mangona</p> <p><b>Rock</b></p>	<p>Charanga Scheme:</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of a song: Zootime by Joanna Mangona</p> <p><b>Reggae</b></p>	<p>Charanga Scheme:</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of a song: The friendship song by Joanna Mangona and Peter Readman</p> <p><b>Pop</b></p> <p>Learn to play a recorder (tuned instrument) to a steady pulse, following instructions from a leader, treating an instrument carefully and with respect</p>	<p>Charanga Scheme:</p> <p>Listening and appraising, finding the pulse, listening to the rhythm and clapping back, creating rhythms for others to copy, listen and sing back, performance of a tuned instrument (recorder)</p> <p><b>Reflect, Rewind and Replay- Classical</b></p> <p>Learn to play a recorder (tuned instrument) to a steady pulse, following instructions from a leader, treating an instrument carefully and with respect</p> <p>KMS Infant Singing Festival: Performing a variety of traditional British songs</p>
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<p>Art</p>	<p><b>Drawing</b> Drawing familiar things from different viewpoints; using line, tone and shade to draw things seen or remembered</p> <p><b>Photography</b> Awareness of the use of lenses and their effects on images; experiencing a variety of lenses - cameras, telescopes, binoculars</p> <p>Self-portraits - complete half of face using a selfie they have taken as the other half (photography and drawing)</p>	<p><b>3D work</b> Using stimuli to create simple 2D and 3D images using a variety of tools and materials; recreates 2D images in a 3D piece</p> <p>Wire sculpture of the Tear Thief (link to English)</p> <p><b>Collage</b> Experiments with creating mood, feeling, movement and areas of interest; develops awareness of contrasts in texture and colour</p> <p>Tears collage linked to the Tear Thief (colours and textures)</p> <p><b>Drawing</b> Drawing familiar things from different viewpoints; using line, tone and shade to draw things seen or remembered</p> <p>Chalk drawings linked to the Tear Thief (using chalk to create movement)</p>	<p><b>Drawing</b> Drawing familiar things from different viewpoints; using line, tone and shade to draw things seen, remembered or imagined</p> <p><b>Painting</b> Paints things observed, remembered or imagined, using colour/tools; introduces different types of brushes for specific purposes</p> <p><b>Photography</b> Awareness of the use of lenses and their effects on images; experiencing a variety of lenses - cameras, telescopes, binoculars</p> <p>Photographs, sketches and paintings of microhabitats in the local park (linked to fieldwork in science)</p>	<p><b>Drawing</b> Drawing familiar things from different viewpoints; using line, tone and shade to draw things seen</p> <p><b>Painting</b> Paints things observed, remembered or imagined, using colour/tools; introduces different types of brushes for specific purposes</p> <p>Sketching, observational drawings, charcoal, oil pastels and paintings of fruit, vegetables and seeds</p> <p><b>Link Artists: Cezanne and Van Gogh</b></p> <p>Sketches and rubbings during fieldwork at Wetlands (develop previous skills) - develop sketches into paintings</p>	<p><b>Printing</b> Explores images and recreates texture using wallpaper, string, polystyrene etc; explores colour mixing through printing, using two colours and a variety of materials</p> <p><b>Textiles</b> Discriminates between materials; prints on fabrics</p> <p>Designing and printing a pirate bandana using own printing block and a repeat pattern</p>	<p><b>Drawing</b> Drawing familiar things from different viewpoints; using line, tone and shade to draw things seen or remembered</p> <p><b>Painting</b> Paints things observed, remembered or imagined, using colour/tools; introduces different types of brushes for specific purposes</p> <p>Sketches during fieldwork in local area during fieldwork in the local area - landscapes (develop previous skills) - develop sketches into paintings</p> <p><b>Link Artist: Van Gogh</b></p>
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DT	<p><b>What material would you use for a new suit for Elastigirl or Frozone? (<i>in Science</i>)</b></p> <ul style="list-style-type: none"> <li>• Properties of components and materials determine how they can and cannot be used</li> <li>• Products can be compared by looking at particular characteristics of each and deciding which is better suited to the purpose</li> <li>• Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive</li> <li>• Many key individuals have helped to shape the world, including John Boyd Dunlop (pneumatic tyre) and John Loudon Macadam (tarmac).</li> </ul>	<p><b>How do we design and make the best glider?</b></p> <ul style="list-style-type: none"> <li>• Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology.</li> <li>• Computer software can be used to help design or plan a product.</li> <li>• Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable.</li> <li>• Different tools have characteristics that make them suitable for specific purposes.</li> <li>• Finished products can be compared with design criteria to see how closely they match.</li> <li>• Improvements can then be planned</li> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation , drawing and modelling</li> </ul>	<p><b>Can you help Paddington try a new recipe with marmalade?</b></p> <ul style="list-style-type: none"> <li>• Marmalade Twists and</li> <li>• Marmalade Sandwiches</li> <li>• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</li> <li>• Oils are made from parts of plants; sugar is made from plants called sugar cane and sugar beet; plants also give us nuts, such as almonds, walnuts and hazelnuts; honey is made by bees (comparison of marmalade and honey)</li> </ul>	<p><b>Can you make a healthy snack? (<i>in PHSE</i>)</b></p> <ul style="list-style-type: none"> <li>• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</li> <li>• <i>Link to Science</i> - describe the importance for humans of eating the right amounts of different types of food</li> </ul>	<p><b>Can you make a healthy, sweet dish for Sweet Tooth Sid? Can you make a linked dish to help him eat his vegetables?</b></p> <p><b>Fruit and vegetable kebabs</b></p> <ul style="list-style-type: none"> <li>• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</li> <li>• Some ingredients need to be prepared before they can be cooked or eaten.</li> <li>• There are many ways to prepare ingredients: peeling skins using a vegetable peeler; grating hard ingredients; chopping vegetables and slicing foods.</li> </ul> <p><i>Link to science</i> -</p> <ul style="list-style-type: none"> <li>• Food comes from two main sources: animals and plants.</li> <li>• Fruit and vegetables come from plants.</li> <li>• A healthy diet should include plenty of fruit and vegetables, protein, starchy foods, some dairy foods or alternatives and a small amount of fat.</li> </ul>	<p><b>Pirate Flag and Pulley Challenge - Can you design, make and hoist a pirate flag?</b></p> <ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation , drawing and modelling</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria</li> <li>• Make simple drawings and label parts</li> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Cut, shape and join fabric to make a simple garment.</li> <li>• Use basic sewing techniques</li> <li>• Choose and use appropriate finishing techniques</li> <li>• Evaluate against their design criteria</li> <li>• Evaluate products as they are developed, identifying strengths and</li> </ul>
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		<ul style="list-style-type: none"> <li>● Identify a purpose for what they intend to design and make</li> <li>● Identify simple design criteria</li> <li>● Make simple drawings and label parts</li> <li>● Begin to select tools and materials; use vocab' to name and describe them</li> <li>● Measure, cut and score with some accuracy</li> <li>● Use hand tools safely and appropriately</li> <li>● Assemble, join and combine materials in order to make a product</li> <li>● Choose and use appropriate finishing techniques</li> <li>● Evaluate against their design criteria</li> <li>● Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>● Talk about their ideas, saying what they like and dislike about them</li> </ul>				<p>possible changes they might make</p> <ul style="list-style-type: none"> <li>● Talk about their ideas, saying what they like and dislike about them</li> <li>● A mechanism makes a job easier to do and is a device that takes one type of motion or force and produces a different one.</li> <li>● Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</li> </ul>
Foreign Language: French	<p>Greeting songs, including The Meet and Greet Song</p> <p>Classroom directions Praise</p>	<p>Counting songs, including: Un, Deux, Trois, Allons Dans Les Bois Days of the week</p> <p>Classroom directions Praise</p>	<p>Greeting songs, including: The Meet and Greet Song Counting songs</p> <p>Classroom directions Praise</p>	<p>Traditional songs, including Frere Jacques. Brille Brille Petite Etoile Alouette, gentille alouette</p> <p>Classroom directions Praise</p>	<p>Greeting songs, including The Meet and Greet Song Days of the week Months of the Year</p> <p>Classroom directions Praise</p>	<p>Traditional songs, including Frere Jacques. Brille Brille Petite Etoile Alouette, gentille alouette</p> <p>Classroom directions Praise</p>