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| **English**  Core texts: The Snail and the Whale, Lila and the secret of rain  Fiction  Descriptive writing, different locations, predicting – Description of the whale, setting  Sequencing– To sequence and retell the story of Lila and the secret of rain  Recount – based on Lila | **Science**  Scientific Enquiry  Asking simple questions recognising that they can be answered in different  ways  Observing closely, using simple equipment  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Plants  children will observe and describe how seeds and bulbs grow into mature plants  grow a range of seeds and a bean in a bag  find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | **Computing**  Creating pictures - in the style of different artists in Purple mash  Children can explain what is meant by impressionist art  Children can use 2Paint a Picture to create their own art based upon this style  Children can use 2Paint a Picture to create their own art based upon this style  Children can use 2Paint a Picture to create their own art based upon his style  Children can use 2Paint a Picture to create their own art by repeating patterns in a variety of ways  Children can combine more than one effect in 2Paint a Picture to enhance their patterns  Children can use the e Collage function in 2Paint a Picture to create their own surrealist art using drawing and clipart |
| **Maths**  Place value, partitioning 2-digit numbers in different ways  Addition and subtraction, number balancing | **Year 2**  **Term 1**  **Our World Ourselves** | **PE**  Dance  Children will learn to copy basic movement patterns  Children will respond to a variety of stimuli e.g. poetry, sounds and use movement in different ways to reflect stimuli  Children will learn and attempt to use stage directions in their created dance  Children will express moods and feelings through dance to create a story about harvest  Throwing & Catching Skills  Children will learn basic skills using different throwing techniques and catching a low ball |
| **Art**  Digital Media  Creating Pictures (Purple Mash)  Jane Perkins – artist. Children will explore how they can re-use objects to create art | **History** |
| **Design Technology**  Children will create sculptures using clay and a variety of tools. They will design and build their own bridge using lollipop sticks.  Children to problem solve and find solutions during the process of building their bridge.  Children to adapt construction and explain how these will improve their construction. | **PSHE**  How can we help?  Know group and class rules and why they are important - To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.  Respect own and others’ rights and needs - Discuss that people and other living things have rights and that everyone has responsibilities to protect those rights.  Appreciate ways to look after the environment – Discussion about what improves and harms our environment and think about strategies to do this. Discuss wider environmental issues e.g. Global Warming, de-forestation.  To learn about privacy in different contexts - Discuss their right to keep things ‘private’ and the importance of respecting others’ privacy. Relate to internet and personal privacy. | **RE**  Family and belonging  Children will begin to understand that there are different types of beginnings and people deal with new beginnings in different ways  Children will be able to recognise the story of Creation as a religious story.  Children will be able to talk about their experience and feelings about beginnings.  Children will be able to say what they wonder about the excitement and surprise that a new start can bring.  Children will be able to retell the story of Creation or some phrases from the Psalms  Children will be able to ask and respond to questions about their own and others experiences about new beginnings.  Children will be able to ask questions about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer. |
| **MFL**  Term 1 Children will learn French greetings and revise numbers to 10 | **Music**  Musical Me  Term 1 Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody. | **Geography**  Exploring our local area  Simple maps, keys and field trip around the school. Features of the local area. Human / Physical  Fieldwork to develop knowledge and understanding of the school and local area. Study maps and aerial photographs and use simple compass directions .Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding Observe and record the features around the school.  Children make sketches/notes of their trip to school/trip to the field environment. |

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| **English**  Core texts: Traction man  Fiction  Adventure story, descriptions, persuasive writing – Traction man | **Science**  Scientific enquiry  Children will compare the uses of everyday materials  Observing closely to identify and classify objects and their materials  Identify and discuss  Recording of observations  Uses of Everyday Materials  Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | **Computing**  Making music – Purple mash  Children understand what 2Sequence is and how it works.  Children have used the different sounds within 2Sequence to create a tune.  Children have explored how to speed up and slow down tunes.  Children understand what happens to the tune when sounds are moved.  Children can change the volume of the background sounds.  Children can create two tunes which depict two feelings. |
| **Maths**  Measurement: Money  Multiplication and division | **Year 2**  **Term 2**  **Celebration** | **PE**  Tag rugby  Children learn how to dodge and weave an object using speed and direction  Children will become familiar with how to handle a rugby ball  Children learn how to use correct throwing technique by aiming at a target  Children will learn how to mark/shadow another person  Children will learn how to pass and move towards a goal, combining passing and running skills  Infant Agility  Children will learn the correct technique for short distance running and a chest pass  Understand different ways to balance  Learn to jump and land correctly  Children will continue to develop hand – eye coordination |
| **Art**  Drawing  Children will show increasing pencil control (can draw selected detail)  Children will produce a growing range of patterns and textures with a single pencil  Children will use a range of tones using a single pencil  Find out about the work of Monet  Explore and experiment with pastels  Children will work from direct observation and imagination  Children will a range of drawing media in different ways: hatching, scribble, stippling and blending | **History**  Remembrance and The Christmas Story  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.  Ask and answer questions using parts of stories and  other sources to show that they know and understand key features of events.  Record what they have learned by drawing and writing*.*  Learn about the importance of Remembrance Day  Create a prayer or poppy wreath |
| **Design Technology**  Designing  Children will state what products they are designing and making  and whether their products are for themselves or for others  Children will describe what their products are for and say how their products will work and how they are suitable for intended users  Children will use simple design criteria to help develop their ideas  Children will generate ideas by drawing on their own experiences  Children will use knowledge of existing products to help come up with ideas  Children will develop and communicate ideas by talking and drawing | **PSHE**  Bullying  Link to Emily Brown and the THING - Discuss the difference between secrets and nice surprises  Discussion about how to judge what kind of physical contact is acceptable, comfortable, or unacceptable and how to respond. Create a mind map of people who could help us – use bulling scenarios PowerPoint. | **RE**  Loving community  Children to sort Christian and Non-Christian symbols  Make an invitation for a baptism and explain what will happen e.g. it will be a celebration to welcome an infant to their Church family  Write a diary entry from the point of view of the baby- all children will be able write about being welcomed into the church family  Children will write about the four main signs and symbols of Baptism |
| **MFL**  Children to listen to teacher greeting them in French eg Bonjour, Au revoir  Children to answer register in a variety of languages (sheet displayed in classroom) | **Music**  Dynamics, timbre, tempo and motifs (Theme: Space)  Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs. | **Geography**  Comparing, contrasting regions – human and physical features  Compare locations from Lila and the secret of Rain to Polar regions  Children will Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.  Children will use both maps and globes, identify the coldest places in the world – The North and South pole  Children will identify the equator and locate the places on the equator which are the hottest.  Children will use basic geographical vocab to refer to key physical features, season and weather. |

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| **English**  Core Texts : Toby and the Great Fire of London,  Non-Fiction  Great Fire of London. Video, Websites and various texts  Fiction  Recount, information report – Great Fire of London | **Science**  Scientific Enquiry  Asking simple questions recognising that they can be answered in different  ways  Observing closely, using simple equipment  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Habitats  Children will identify different habitats and the creatures which may live there.  Recognise that we have a responsibility to protect living things  Identify plants and animals in the local environment  Identify producers and consumers in a food chain | **Computing**  Children understand that the information on pictograms cannot be used to answer more complicated questions.  Children understand what is meant by a binary tree.  Children design a binary tree to sort pictures of children.  Children understand that questions are limited to ‘yes’ and ‘no’ in a binary tree.  Children understand that the user cannot use 2Question to find out answers to more complicated questions.  Children understand what is meant by a database.  Children use a database to answer simple and more complex search questions. |
| **Maths**  Multiplication and division  Statistics | **Year 2**  **Term 3**  **The Great Fire of London** | **PE: Gymnastics**  Use their hands and feet to travel around an area  Create a variety of different shapes with their body  Jump effectively and safely  Perform a variety of different balances  Use apparatus safely within a routine  Develop a sequence using shapes, balances, jumps and travelling  **Football**  Children learn the correct technique to dribble a ball  Children learn to pass over a short distance using the inside of the foot  Children learn how much power is needed for a long pass  Children learn to strike a ball and the difference between striking and shooting  Link these skills and use them in a game situation |
| **Art**  Look at images of tudor houses  Explore pastels, pens and pencils  Use pastels to draw a scene from the Great Fire of London | **History**  Find out about the Great Fire of London and use common words and phrases relating to the passing of time.  Identify similarities and differences between ways of life in 1666 and now.  Create a timeline of the events of the great fire of London.  Describe how London has changed since 1666.  Compare methods and equipment for firefighting today to those used in 1666 |
| **Design Technology**  Explore a range of materials through investigations and explorations.  Work on ways to test materials for flexibility and find out which paper is the strongest.  Design and make a paper house that stands.  Explore joining techniques whilst making their houses  Food Technology  Follow instructions to make a marmalade sandwich  Use tools safely eg knives to spread and cut | **PSHE**  **How can we be Healthy?**  Create a mind-map of the things that keep our bodies healthy  Talk about the healthy choices that they already make and suggest some changes that they could make to be more healthy  Write a set of instructions for maintaining personal hygiene  Find out some ways in which diseases or germs are spreadand ways to prevent germs from spreading | **RE**  **Local Church: Books**  Talk about their favourite book and explain why it is special.  Talk about the Bible and say why it is special to Christians  Find out about the Gospels and talk about their favourite Bible story  Talk to the year 6 altar servers and explain why the altar servers are important within Mass.  Retell the story of the Baptism of Jesus and talk about how Jesus and John felt. |
| **MFL**  Find France and England on a map and google earth.  What are the similarities and differences?  Look at London now on google earth.  What languages are spoken in London? | **Music**  Myths and legends  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. | **Geography**  Know that the capital city of England is London  Look at images of modern day London Identify significant landmarks  Discuss differences between London and where we live |

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| **English**  Core Texts : Into the Forest – Anthony Browne  Fiction  Writing in role - Letter to Dad  Writing in the style of the author – alternative traditional tale | **Science**  Scientific Enquiry  Asking simple questions recognising that they can be answered in different  ways  Observing closely, using simple equipment  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Habitats  Children will identify different habitats and the creatures which may live there.  Recognise that we have a responsibility to protect living things  Identify plants and animals in the local environment  Identify producers and consumers in a food chain | **Computing**  **Presenting Ideas**  Children know that digital content can be represented in many forms.  Children make a quiz about a story using 2Quiz.  Children extract information from a 2Connect file to make a publisher fact file on a nonfiction topic.  Children know that data can be structured in tables to make it useful.  Children can use a variety of software to manipulate and present digital content and information  Children can collect, organise and present data and information in digital content |
| **Maths**  Geometry: properties of shape  Number: fractions | **Year 2**  **Term 4**  **The Great Fire of London** | **PE: Infant Agility** (Continued from term 2)  Children will learn the correct technique for short distance running and a chest pass  Understand different ways to balance  Learn to jump and land correctly  Children will continue to develop hand – eye coordination  **Rounders**  Perform a two handed and one handed catch  Link throwing and catching  Make a striking action and make contact with a moving ball  Experiment with speed and acceleration in running games  Chase and pick up a ball on the move  Learn basic rules to play a modified game |
| **Art**  Look at the work of Henri Rousseau  Find out about his life and art  Plan a jungle scene inspired by the work of Henri Rousseau  Paint a jungle background  Paint a jungle animal, cut out and add to the jungle scene  Evaluate their work and suggest improvements | **History**  Compare methods and equipment for firefighting today to those used in 1666  Create a poster of fire safety tips  Understand that objects from the past can help us to understand events.  To know how archaeologists and artefacts help historians’ understanding of the past.  Famous People: Samuel Pepys, Charles II |
| **Design Technology**  **Food Technology: Linked to Science**  Know that food comes from plants or animals  Name and sort foods into the five groups  Begin to recognise that everyone should eat at least five portions of fruit and vegetables every day  Know that food is needed to provide energy for the body  Know how to prepare simple dishes safely and hygienically, without using a heat source  Use different techniques, e.g. cutting, peeling and grating | **PSHE**  **What is the same or different about us?**  Recognise what I am good at and set simple goals  Identify different stages of life and talk about how we grow and change  Identify and name the main parts of the body  Identify and respect the differences between people  Talk about the different groups and communities they belong to | **RE**  **Lent**  Think about the choices we make and the importance of making good choices  Learn about Ash Wednesday and the start of Lent  Describe the events Palm Sunday, Maundy Thursday, Good Friday, and Easter Sunday  Describesome ways in which Christians use the time of Lent  Think of ways of helping others during Lent |
| **MFL**  France/UK comparison.  Singing French p31 ‘Ou habites tu?’  French songs using numbers up to 20. | **Music**  African call and response song (Theme: Animals)  Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms. | **Geography**  Look at images of London now and compare them to 1666  Contrasting locations: Chatham and London |

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| **English**  Core Texts : The Titanic for Kids  by Joe Fullman  I was There - On Board the Titanic  By Margi McAllisterNon-Fiction  Titanic. Video, Websites and various texts  Non Fiction  Information report  Survivor letter – writing in role | **Science**  Scientific Enquiry  Ask simple questions and know that they can be answered in different ways  Conduct a test and record the results  Use their observations and ideas to answer questions  Gather and record information about the ways that the body responds to exercise  **Animals including Humans**  Describe the changes in animals as they grow.  Find out about and describe the basic needs of humans and other animals.  describe what humans are like at different stages of their lives  Describe the importance for humans of eating the right amounts of different food groups.  Understand why it is important for humans to exercise  Describe the importance of good hygiene for humans. | **Computing**  **CODING**  Children can explain what is meant by coding.  Know that for a computer to make something happen, it needs to follow instructions.  They can use the design mode to have control over how their game looks.  Children can write a program that controls how a character moves.  Children can write a program to make an object stop.  Explain how to use the follow terms in a program – command, repeat, input, output, event, collision.  Children can predict and explain how they know how certain objects can only move in certain ways |
| **Maths**  Measurement: length and height  Geometry: position and direction | **Year 2**  **Term 5**  **The Titanic** | **PE: Tennis**  Pupils learn to understand the similarities between throwing and rolling a ball underarm to the forehand shot.  Pupils take part in exercises to develop their ability to play forehand shot in Tennis.  They understand what is meant by the term ‘Volley’  The pupils take part in activities to improve their ability.  They have the correct stance and make contact with the ball is facing up.  They learn to start a rally in tennis using a serve. They practise serving to targets.  Pupils take part in activities which enable them to showcase their skills. |
| **Art**  Look at the work of Thomas Andrews Jr DT - Ship Building  Find out about his life and art  Plan a porthole collage  Paint a background sea scape colour mixing to represent sea and sky  Investigate texture with paper e.g: scrunching and screwing paper up to create a composition  Uses a range of decorative techniques  Evaluate their work and suggest improvements | **History**  **The sinking of the Titanic - disasters in history.**  Describe significant people from the past.  Recognise that there are reasons why people in the past acted as they did  Label timelines with words or phrases, such as: past, present, older and new.  Use dates where appropriate.  Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Write a report about what happened. |
| **Design Technology**  Look at the work of Thomas Andrews Jr DT - Ship Building  Find out about his ship building skills  Focus on the portholes. Design and make a porthole.  Plan by suggesting what to do next focusing on Assembles, joins,  combines materials and components  Select from a range of tools  Measure, mark out, shape and cut materials to create | **PSHE**  **How do we show our feelings?**  Children will be able to discuss good and not so good feelings using vocabulary to describe their feelings  Children will develop simple strategies for managing feelings  They will identify changes and loss and the associated feelings (including moving home, losing toys, pets or friends)  They can communicate their feelings to others, to recognise how others show feelings and how to respond | **RE**  **World – Spread the word**  Children will know and understand how to pass on a message.  Pupils will know and understand Pentecost, spreading the Gospel message through the gift of the Holy Spirit.  Children will acquire the skills of assimilation, celebration and application of the above. ***Pentecost:*** *is a Greek word meaning the fiftieth day. At the feast of Pentecost, the Jewish people celebrated God’s gift of the law, God’s rules for them to help them to be happy.* |
| **MFL**  Katie Morag- cultural comparison Scotland and Medway  Use google earth to compare the locations and select music from both  Areas and compare phrasing, wording, differences and similarities. | **Music**  Orchestral instruments (Theme: Traditional Western stories)  Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. | **Geography**  **The world's oceans and continent**  Using maps and globes, pupils will Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles and discuss and compare the 7 continents and 5 oceans.  The children will use both maps images to identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?  Children will identify the equator and locate the places on the Equator which are the hottest.  The children can Identify the human and physical features of the two localities studied using the geographical vocabulary. |

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| **English**  Core Texts : Magic Finger – Roald Dahl    Non Fiction  Instructions for building a nest  Fiction  Character description  Adventure story | **Science**  Scientific Enquiry  Ask simple questions and know that they can be answered in different ways  Conduct a test and record the results  Use their observations and ideas to answer questions  Gather and record information about the ways that the body responds to exercise  **Animals including Humans**  Describe the changes in animals as they grow.  Find out about and describe the basic needs of humans and other animals.  describe what humans are like at different stages of their lives  Describe the importance for humans of eating the right amounts of different food groups.  Understand why it is important for humans to exercise  Describe the importance of good hygiene for humans. | **Computing**  **E SAFETY AND EFFECTIVE SEARCHING**  Ensure that the school policy is complied with  Take all appropriate precautions for the Internet research sections of the project  Children will use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet  They will recognise common uses of information technology beyond school. |
| **Maths**  Measurement: time  Measurement: mass, capacity and temperature | **Year 2**  **Term 6**  **Seaside** | **PE:**  **DANCE**  Children will learn to respond to a variety of stimuli, words, poetry, pictures, sounds etc  They will learn different stage directions used in dance.  Children will learn how to express moods and feelings in dance  They will create a clear performance depicting the different parts of it through stillness.  **KWIK CRICKET**  Children will learn fielding skills and underarm throwing technique  They will understand the role of the wicket keeper.  They will learn how to catch a low ball.  Children will learn fielding skills, such as batter, runner and wicket keeper  They will learn the basic concepts of kwik cricket. |
| **Art**  Giuseppe Arcimboldo  DT - design a picnic (cookery)  Find out about Giuseppe Arcrimboldo  Comments on differences in the work of others  Design, develop and communicate ideas by talking and drawing  Use ICT (purple mash), where appropriate, to develop and communicate their ideas  Follow safety and hygiene procedures  Know how to prepare simple dishes safely and hygienically, without using a heat source  Prepare a range of simple dishes  Use different techniques, e.g. cutting, peeling and grating  **Know that a healthy diet is made up from a variety and balance of different foods and drinks** | **History**  Famous People in history: Ruth Becker  Describe significant people from the past.  Identify similarities and differences between ways of life at different times  Recognise and empathise why people did things, why events happened.  Make simple observations about different types of people, events and beliefs within a society  Talk about who was important. Write a letter from a survivor. |
| **Design Technology**  Giuseppe Arcimboldo  DT - design a picnic (cookery)  See above  Follows safety and hygiene procedures  Know how to prepare simple dishes safely and hygienically, without using a heat source  Prepare a range of simple dishes  Use different techniques, e.g. cutting, peeling and grating  **Know that a healthy diet is made up from a variety and balance of different foods and drinks** | **PSHE**  HOW CAN WE KEEP SAFE IN DIFFERENT PLACES?  Children will k and explain now the rules for keeping safe in different places (including online)  They can explain how to safely ask for help, including an emergency  SHARE AND EXPLAIN VIEWS AND OPINONS WITH OTHERS  Children will discuss in groups how class rules help with safety and why they are important  They will share their understanding of respect own and others’ rights and needs | **RE**  **Pentecost**  Pupils will know and understand how rules can help at home and in school.  Children will know and understand how rules can help at home and in school.  Children will understand about- God’s rule for his people  **Breaking rules**  Jesus teaches his disciples about forgiving Children will know and understand  how rules can help at home and in.  Respond Children will acquire the skills of assimilation celebration and application of the sign of peace. |
| **MFL**  Where is France?  Find France and England on a map and google earth.  What are the similarities and differences?  Make comparisons between climate, popular food, money etc. | **Music**  On this island: British songs and sounds  Creating sounds to represent three contrasting landscapes: seaside, countryside and city. | **Geography**  capital cities, seaside comparison and fieldwork.  **Children will know what people do on UK seaside holidays.**  They will be able to identify and discuss **natural and manmade features of seaside places. They will learn that seaside holidays have been taken for a long time. know what people did at the seaside in the past.**  •Can they find the longest and shortest route using a map?  •Can they use a map, photographs, film or plan to describe <a contrasting locality> outside Europe?  •Can they point out the North, South, East and West associated with maps and compass? |