

<p style="text-align: center;"><b>English</b></p> <p>Core texts: The Bear and the Piano by David Litchfield, Lila and the Secret of Rain by Axel Sheffler. Growing Plants</p> <p style="text-align: center;"><b>Fiction</b></p> <p>Descriptive writing and poetry, predictions Sequencing, writing in role, story</p> <p style="text-align: center;"><b>Non Fiction</b></p> <p>Reading Vipers</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><u>Scientific enquiry</u></p> <p>Children will compare the uses of everyday materials Observing closely to identify and classify objects and their materials Identify and discuss Recording of observations</p> <p style="text-align: center;"><u>Uses of Everyday Materials</u></p> <p>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</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>CODING</b></p> <p>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.</p> <p>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</p>
<p style="text-align: center;"><b>Maths</b></p> <p>Place value, addition and subtraction</p>	<p><b>Year 2</b></p> <p><b>Term 1</b></p> <p><b>Our World Ourselves</b></p>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><u>Gym</u></p> <p>Perform gymnastics shapes and link them together Children will link together a number of gymnastic actions into a sequence.</p> <p style="text-align: center;"><u>Throwing &amp; Catching Skills</u></p> <p>Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p>
<p style="text-align: center;"><b>Art</b></p> <p>Jane Perkins – artist. Children will explore how they can re-use objects to create art</p>	<p style="text-align: center;"><b>British Values</b></p> <p><u>Rule of Law</u> - Children will work together to create a set of rules to keep them safe in the classroom. Children will learn that we need rules to keep us safe outside (Geography field trip) <u>Tolerance</u> - Children will learn to tolerate and respect each other's differences <u>Individual Liberty</u> - Children will give their own opinion about a story setting <u>Mutual Respect</u> - Children will think about character's feelings <u>Democracy</u> - Children will choose a theme for their topic group name then vote for their group names. They will vote for the tastiest healthy wrap.</p> <p style="text-align: center;"><b>Inspirational Figures</b></p> <p>Art – Jane Perkins Sislin Fay Allen Mary Seacole Brian Moses</p>	<p style="text-align: center;"><b>History</b></p> <p>Geography based topic</p>
<p style="text-align: center;"><b>Design Technology</b></p> <p>Children will learn what makes a balanced diet Children will taste test food combinations Children will design and make a healthy wrap</p>	<p style="text-align: center;"><b>PSHE/RHE</b></p> <p>Let the Children Come God Loves You <u>Aiming High</u> Identify star qualities in others; Give examples of positive learning attitude statements; Identify attributes they have that would suit them to a desired job; Challenge stereotypes; Discuss their ambitions; Identify ways next year will be different and explain why they think this is</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><u>Family and belonging</u></p> <p>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.</p>
<p style="text-align: center;"><b>MFL</b></p> <p>Children will learn French greetings and revise numbers to 10</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><u>Musical Me</u></p> <p>Children will learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion.</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><u>Exploring our local area</u></p> <p>Children will study maps and aerial photographs and use simple compass directions. Children will 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 surroundings.</p>
<p style="text-align: center;"><b>Muddy Puddle</b></p> <p>Art – children will create 'found' portraits inspired by Jane Perkins Science – children will use their observation and recording skills to draw and label trees and plants</p>		

<p style="text-align: center;"><b>English</b></p> <p>Core texts: Traction Man by Mini Grey, Black Dog by Levi Pinfold, The Rhythm of Life by Michael Rosen</p> <p style="text-align: center;"><u>Fiction</u></p> <p>Adventure story, writing a postcard, interviewing a character</p> <p style="text-align: center;"><u>Non Fiction</u></p> <p>Newspaper report</p>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><u>Scientific enquiry</u></p> <p>Children will compare the uses of everyday materials Observing closely to identify and classify objects and their materials Identify and discuss Recording of observations</p> <p style="text-align: center;"><u>Uses of Everyday Materials</u></p> <p>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</p>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><u>Making music – Purple mash</u></p> <p>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.</p>
<p style="text-align: center;"><b>Maths</b></p> <p>Addition &amp; Subtraction, Money</p>	<h2>Year 2 Term 2 Celebration</h2>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><u>Gym (low apparatus)</u></p> <p>To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence.</p> <p style="text-align: center;"><u>Defending &amp; Attacking Games &amp; Skills</u></p> <p>Finding and moving into space effectively Evading defenders Indicating intentions to teammates.</p>
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><u>Drawing</u></p> <p>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</p>	<p style="text-align: center;"><b>British Values</b></p> <p style="text-align: center;"><u>Rule of Law</u> <u>Tolerance</u></p> <p>Children will learn about the achievements of Walter Tull</p> <p style="text-align: center;"><u>Mutual Respect</u></p> <p>Children will learn about women’s contribution to the war</p> <p style="text-align: center;"><u>Individual Liberty</u></p> <p>Children will give their opinion about a story</p> <p style="text-align: center;"><u>Democracy</u></p> <hr/> <p style="text-align: center;"><b>Inspirational Figures</b></p> <p style="text-align: center;">Walter Tull John Dunlop Charles Macintosh John McAdam Gustav Holst</p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><u>Remembrance and The Christmas Story</u></p> <p>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</p>
<p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;"><u>Balanced Diet</u></p> <p>Children will be able to name the main food groups and identify foods that belong to each group They will be able to describe the taste, texture and smell of a given food They will think of 4 different wrap ideas, considering flavour combinations Children will construct a wrap that considers the design brief and their plan Children will write a letter to explain what they have done</p>	<p style="text-align: center;"><b>PSHE/RSE</b></p> <p style="text-align: center;"><b>Think Positive</b></p> <p>Recognise and describe positive thoughts and negative thoughts. Think about and discuss the consequences of decisions they make and their actions. Set goals for themselves and think about how they might achieve them. Recognise triggers for certain emotions. Describe ways to show or give thanks for what we have. Describe what being mindful is.</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><u>Loving community</u></p> <p>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</p>
<p style="text-align: center;"><b>MFL</b></p> <p>Children will explore colours in French They will sing ‘O Holy Night’ in French</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><u>Dynamics, timbre, tempo and motifs (Theme: Space)</u></p> <p>Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p style="text-align: center;"><b>Geography</b></p>

<p style="text-align: center;"><b><u>English</u></b></p> <p>Core Texts : Toby and the Great Fire of London by Margaret Nash and Jane Cope, NF Literacy Shed Plus - The Great Fire of London</p> <p style="text-align: center;"><b><u>Fiction</u></b> Prediction, character description, recount,</p> <p style="text-align: center;"><b><u>Non Fiction</u></b> Information report</p> <p style="text-align: center;"><b><u>Poetry</u></b> Haiku poetry</p>	<p style="text-align: center;"><b><u>Science</u></b> <b><u>Scientific Enquiry</u></b></p> <p>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</p> <p style="text-align: center;"><b><u>Habitats</u></b></p> <p>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</p>	<p style="text-align: center;"><b><u>Computing</u></b> <b><u>Internet Safety</u></b></p> <p>Children will learn to use the search tool and have knowledge and understanding of sharing on the internet Children will be introduced to email and open and send simple online communications Children will understand that information put online leaves a digital footprint Children will learn how to keep personal data secure</p>
<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Multiplication and division, Statistics</p>	<p><b><u>Year 2</u></b> <b><u>Term 3</u></b> <b>The Great Fire of London</b></p>	<p style="text-align: center;"><b><u>Teambuilding</u></b></p> <p>Children will follow instructions and work with others They will co-operate and communicate in a small group to solve challenges Create a plan with a group to solve challenges Children will communicate effectively and develop trust They will work as a group to solve problems Work with a group to copy and create a basic map</p> <p style="text-align: center;"><b><u>Dance</u></b></p> <p>Develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness Perform movements or patterns, including some from existing dance traditions Explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.</p>
<p style="text-align: center;"><b><u>Art</u></b></p> <p>Look at images of tudor houses Explore pastels, pens and pencils Use pastels to draw a scene from the Great Fire of London</p>	<p style="text-align: center;"><b><u>British Values</u></b></p> <p style="text-align: center;"><b><u>Rule of Law</u></b> <b><u>Tolerance</u></b> <b><u>Mutual Respect</u></b></p> <p style="text-align: center;"><b><u>Individual Liberty</u></b></p> <p style="text-align: center;"><b><u>Democracy</u></b> Children will vote for a sponsored animal</p>	<p style="text-align: center;"><b><u>History</u></b></p> <p>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</p>
<p style="text-align: center;"><b><u>Design Technology</u></b> <b><u>Balanced Diet</u></b></p> <p>Children will be able to name the main food groups and identify foods that belong to each group They will be able to describe the taste, texture and smell of a given food They will think of 4 different wrap ideas, considering flavour combinations Children will construct a wrap that considers the design brief and their plan Children will write a letter to explain what they have done</p>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <p>Three in One Who is my Neighbour? The Communities we Live In</p>	<p style="text-align: center;"><b><u>RE</u></b> <b><u>Local Church: Books</u></b></p> <p>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.</p>
<p style="text-align: center;"><b><u>MFL</u></b></p> <p>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?</p>	<p style="text-align: center;"><b><u>Music</u></b> <b><u>Myths and legends</u></b></p> <p>Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p>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</p>
<p style="text-align: center;"><b><u>Muddy Puddle</u></b></p> <p>Maths – children will use natural objects to create groups English – children will use natural objects to create a story map of Traction Man</p>		

<p style="text-align: center;"><b>English</b></p> <p>Core Texts : Jim and the Beanstalk by Raymond Briggs, Little Red by David Roberts ,Into the Forest by Anthony Browne, Apes to Zebras by Liz Brownlee</p> <p style="text-align: center;"><u>Fiction</u> Story retelling, rewriting a traditional tale, newspaper report <u>Non fiction</u></p>	<p style="text-align: center;"><b>Science</b> <u>Scientific Enquiry</u> 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</p> <p style="text-align: center;"><u>Plants</u> Children will observe and describe how seeds and bulbs grow into mature plants grow a range of seeds and a bean in a jar Children will find out and describe how plants need water, light and a suitable temperature to grow and stay</p>	<p style="text-align: center;"><b>Computing</b> <u>Presenting Ideas</u> 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</p>
<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Shape Fractions</p>	<p><b>Year 2</b> <b>Term 4</b> <b>The Great Fire of London</b></p>	<p style="text-align: center;"><b>Dance/movement to music</b> To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. To work to music, creating movements that show rhythm and control</p> <p style="text-align: center;"><b>Invasion</b> To understand what being in possession means Attacking skills Defending Simple tactics for attacking and defending</p>
<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;">Warm &amp; cold colours Blending Primary colours</p>	<p style="text-align: center;"><b>British Values</b></p> <p style="text-align: center;"><u>Rule of Law</u> Conscience Alley – children will decide whether to do as Mum says <u>Tolerance</u> Children will celebrate similarities and differences in people <u>Mutual Respect</u></p> <p style="text-align: center;"><u>Individual Liberty</u> Children will justify reasons for their predictions</p> <p style="text-align: center;"><u>Democracy</u></p> <p style="text-align: center;"><b>Inspirational People</b> Samuel Pepys Helen Sharman Valerie Bloom</p>	<p style="text-align: center;"><b>History</b></p> <p>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</p>
<p style="text-align: center;"><b>Design Technology</b> <b>Mechanisms</b></p> <p>Explore mechanisms and design a moving vehicle To select appropriate materials Build and test a moving vehicle Evaluate the structure of a moving vehicle</p>	<p style="text-align: center;"><b>PSHE/RSE</b> <b>Diverse Britain</b></p> <p>Describe how they can help groups and communities they belong to. Recognise choices can have negative and positive consequences. Explain some consequences of negative and positive choices. Talk about why helping their neighbourhood is important. Describe different aspects of living in Britain. Give reasons why it is important to have differences. Identify famous British people, places and events. Explain what famous British people, places and events tell them about being British.</p>	<p style="text-align: center;"><b>RE</b> <b>Lent</b></p> <p>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 Describe some ways in which Christians use the time of Lent Think of ways of helping others during Lent</p>
<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;">France/UK comparison. Singing French p31 'Ou habites tu?' French songs using numbers up to 20.</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><u>African call and response song (Theme: Animals)</u> Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms.</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;">Look at images of London now and compare them to 1666 Contrasting locations: Chatham and London</p>

<p align="center"><b><u>Muddy Puddle</u></b></p> <p>Science – children will find evidence of living and non-living things. Children will investigate micro habitats on the school field</p> <p>Geography – children will create micro journeys of the school grounds</p>		

<p align="center"><b><u>English</u></b></p> <p>Core Texts : Leon and the Space Between by Angela McAllister, LS - Titanic</p> <p align="center"><b><u>Fiction</u></b></p> <p>Persuasive writing, setting description, diary entry, survivor letter</p> <p align="center"><b><u>Non Fiction</u></b></p> <p>Titanic recount</p>	<p align="center"><b><u>Science</u></b></p> <p align="center"><b><u>Scientific Enquiry</u></b></p> <p>Ask simple questions and know that they can be answered in different ways</p> <p>Conduct a test and record the results</p> <p>Use their observations and ideas to answer questions</p> <p>Gather and record information about the ways that the body responds to exercise</p> <p align="center"><b><u>Animals including Humans</u></b></p> <p>Describe the changes in animals as they grow.</p> <p>Find out about and describe the basic needs of humans and other animals.</p> <p>describe what humans are like at different stages of their lives</p> <p>Describe the importance for humans of eating the right amounts of different food groups.</p> <p>Understand why it is important for humans to exercise</p> <p>Describe the importance of good hygiene for humans.</p>	<p align="center"><b><u>Computing</u></b></p> <p><b><u>Creating pictures</u></b> - in the style of different artists in Purple mash</p> <p>Children can explain what is meant by impressionist art</p> <p>Children can use 2Paint a Picture to create their own art based upon this style</p> <p>Children can use 2Paint a Picture to create their own art based upon this style</p> <p>Children can use 2Paint a Picture to create their own art based upon his style</p> <p>Children can use 2Paint a Picture to create their own art by repeating patterns in a variety of ways</p> <p>Children can combine more than one effect in 2Paint a Picture to enhance their patterns</p> <p>Children can use the e Collage function in 2Paint a Picture to create their own surrealist art using drawing and clipart</p>
<p align="center"><b><u>Maths</u></b></p> <p>Length and Height, Position and Direction</p>	<p><b><u>Year 2</u></b></p> <p><b><u>Term 5</u></b></p> <p><b>The Titanic</b></p>	<p align="center"><b><u>Gym (low &amp; high apparatus)</u></b></p> <p>To remember and repeat simple gymnastic actions with control.</p> <p>To balance on isolated parts of the body using the floor and hold balance.</p> <p>To develop a range of gymnastic moves, particularly balancing.</p> <p>To link together a number of gymnastic actions into a sequence.</p> <p>To explore ways of travelling around on large apparatus.</p> <p>To choose and use a variety of gymnastic actions to make a sequence</p> <p align="center"><b><u>Tri-Golf Skills</u></b></p>
<p align="center"><b><u>Art</u></b></p> <p>Plan a porthole collage</p> <p>Paint a background sea scape colour mixing to represent sea and sky</p>	<p align="center"><b><u>British Values</u></b></p> <p align="center"><b><u>Rule of Law</u></b></p> <p align="center"><b><u>Tolerance</u></b></p> <p align="center"><b><u>Mutual Respect</u></b></p> <p>Children will learn about the Captain Smith staying on the Titanic and women and children being rescued before men</p> <p>Children will learn about Judaism</p> <p align="center"><b><u>Individual Liberty</u></b></p> <p align="center"><b><u>Democracy</u></b></p> <hr/> <p align="center"><b><u>Inspirational figures</u></b></p> <p align="center">Art – Monet</p> <p align="center">Humanities – Ruth Becker</p>	<p align="center"><b><u>History</u></b></p> <p align="center"><b><u>The sinking of the Titanic - disasters in history.</u></b></p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Label timelines with words or phrases, such as: past, present, older and new.</p> <p>Use dates where appropriate.</p> <p>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.</p> <p>Famous People in history: Ruth Becker</p>

<p style="text-align: center;"><b><u>Design Technology</u></b></p> <p>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</p>	<p style="text-align: center;"><b><u>PSHE/RHE</u></b></p> <p>Special People  Treat Others Well  Special People</p>	<p style="text-align: center;"><b><u>RE</u></b></p> <p style="text-align: center;"><b><u>World – Spread the word</u></b></p> <p>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. <i><b>Pentecost:</b> 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.</i></p>
<p style="text-align: center;"><b><u>MFL</u></b></p> <p>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.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p style="text-align: center;"><u>Orchestral instruments (Theme: Traditional Western stories)</u></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p style="text-align: center;"><b><u>The world's oceans and continent</u></b></p> <p>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.</p> <p>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?</p> <p>Children will identify the equator and locate the places on the Equator which are the hottest.</p> <p>The children can identify the human and physical features of the two localities studied using the geographical vocabulary.</p>

<p style="text-align: center;"><b>English</b></p> <p>Core Texts : Magic Finger by Roald Dahl, Say How You Feel by Joseph Caelho</p> <p style="text-align: center;"><u>Fiction</u> Character description Adventure story</p> <p style="text-align: center;"><u>Non Fiction</u> Instructions for building a nest</p>	<p style="text-align: center;"><b>Science</b> <u>Scientific Enquiry</u></p> <p>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</p> <p style="text-align: center;"><b>Animals including Humans</b></p> <p>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.</p> <p>Understand why it is important for humans to exercise Describe the importance of good hygiene for humans.</p>	<p style="text-align: center;"><b>Computing</b> <b>E SAFETY AND EFFECTIVE SEARCHING</b></p> <p>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.</p>
<p style="text-align: center;"><b>Maths</b></p> <p>Time and mass, capacity and temperature</p>	<p><b>Year 2</b> <b>Term 6</b> <b>Seaside</b></p>	<p style="text-align: center;"><b>PE:</b> <b>Dance</b></p> <p>To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. To work to music, creating movements that show rhythm and control</p> <p style="text-align: center;"><b>Athletics</b></p> <p>To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility</p>
<p style="text-align: center;"><b>Art</b></p> <p>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</p>	<p style="text-align: center;"><b>British Values</b></p> <p style="text-align: center;"><u>Rule of Law</u></p> <p>Children will know and understand how rules can help at home and in school</p> <p style="text-align: center;"><u>Tolerance</u> <u>Mutual Respect</u></p> <p>Children will learn about respect for animals and discuss whether it is right or wrong to hunt animals Children will learn about different faiths</p> <p style="text-align: center;"><u>Individual Liberty</u></p> <p>Children will have their own views on whether characters should seek revenge Children will make choices about behavioural consequences</p> <p style="text-align: center;"><u>Democracy</u></p>	<p style="text-align: center;"><b>History</b></p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning Identify differences between ways of life at different times Use the words 'past' and 'present' accurately Discuss how reliable accounts / stories / photos are Recognise why people did things, what events happened and what happened as a result – Grace Darling &amp; RNLI Describe significant people from the past – Grace Darling</p>
<p style="text-align: center;"><b>Design Technology</b></p> <p>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 <b>Know that a healthy diet is made up from a variety and balance of different foods and drinks</b></p>	<p style="text-align: center;"><b>PSHE/RHE</b></p> <p>Being Safe Good Secrets and Bad Secrets Physical Contact Harmful Substances Can You Help Me?</p>	<p style="text-align: center;"><b>RE</b> <b>Pentecost</b></p> <p>Children 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</p> <p style="text-align: center;"><b>Breaking rules</b></p> <p>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.</p>
<p style="text-align: center;"><b>MFL</b></p> <p>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.</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><u>On this island: British songs and sounds</u></p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p style="text-align: center;"><b>Geography</b></p> <p>capital cities, seaside comparison and fieldwork. <b>Children will know what people do on UK seaside holidays.</b> They will be able to identify and discuss <b>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.</b> •Can they find the longest and shortest route using a map? •Can they use a map, photographs, film or plan to describe &lt;a contrasting locality&gt; outside Europe?</p>

