

<p>English Core texts: The Bear and the Piano by David Litchfield, Lila and the Secret of Rain by Axel Sheffler.</p> <p>Fiction Descriptive writing and poetry, predictions Sequencing, writing in role, story</p> <p>Non Fiction Reading Vipers</p>	<p>Science <u>Scientific enquiry</u> 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><u>Uses of Everyday Materials</u> 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>Computing CODING</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. 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>Maths Place value, addition and subtraction</p>	<p>Year 2 Term 1 Our World Ourselves</p>	<p>PE <u>Gym</u> Perform gymnastics shapes and link them together Children will link together a number of gymnastic actions into a sequence. <u>Fundamentals</u> Explore how the body moves when running at different speeds Develop changing direction and dodging Develop balance, stability and landing safely Develop jumping hopping and skipping actions Develop coordination and combining jumps Develop combination jumping and skipping with an individual rope</p>
<p>Art Jane Perkins – artist. Children will explore how they can re-use objects to create art</p>	<p>British Values</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>Inspirational Figures</p> <p>Art – Jane Perkins Sislin Fay Allen Mary Seacole Brian Moses</p>	<p>History Geography based topic</p>
<p>Design Technology Children will learn what makes a balanced diet Children will taste test food combinations Children will design and make a healthy wrap</p>	<p>PSHE/RHE Let the children come</p>	<p>RE <u>Family and belonging</u> 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>MFL Children will learn French greetings and revise numbers to 10</p>	<p>Music <u>Musical Me</u> Children will learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion.</p>	<p>Geography <u>What is in our local area?</u> Children will study maps and aerial photographs and use simple compass directions.</p>
<p>Muddy Puddle Art – children will create 'found' portraits inspired by Jane Perkins Geography – children will identify trees and plants in the school grounds</p>		<p>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>English Core texts: The Journey Home by Fran Preston-Gannon</p> <p>Fiction Writing a postcard</p> <p>Non Fiction Information report, persuasive letter</p>	<p>Science <u>Scientific enquiry</u> 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><u>Uses of Everyday Materials</u> 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>Computing <u>Making music – Purple mash</u> 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>Maths Addition & Subtraction, Money</p>	<p>Year 2 Term 2 Celebration</p>	<p>PE <u>Gym (low apparatus)</u> 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><u>Invasion Games</u> Understand what defending and attacking means Understand that goal scoring is an attacking skill and explore ways to do this Understand that stopping goals is a defending skill and explore ways to do this Explore how to gain possession Mark an opponent and understand this is a defending skill Apply simple tactics for defending and attacking</p>
<p>Art <u>Drawing</u> 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>British Values <u>Rule of Law</u> <u>Tolerance</u> Children will learn about the achievements of Walter Tull <u>Mutual Respect</u> Children will learn about women's contribution to the war <u>Individual Liberty</u> Children will give their opinion about a story <u>Democracy</u></p> <p>Inspirational Figures Walter Tull John Dunlop Charles Macintosh John McAdam Gustav Holst</p>	<p>History <u>Why do we remember Walter Tull? The Christmas Story</u> 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>Design Technology <u>Balanced Diet</u> 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>PSHE/RSE Let the Children Come</p>	<p>RE <u>Loving community</u> 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>MFL Children will explore colours in French They will sing 'O Holy Night' in French</p>	<p>Music <u>Dynamics, timbre, tempo and motifs (Theme: Space)</u> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.</p>	<p>Geography</p>
<p>Muddy Puddle Maths – children will use natural objects to create groups Science – children will investigate micro habitats</p>		

<p style="text-align: center;">English</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;"><u>Fiction</u> Prediction, character description, recount,</p> <p style="text-align: center;"><u>Non Fiction</u> Information report</p> <p style="text-align: center;"><u>Poetry</u> Haiku poetry</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <p>Asking simple questions recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p style="text-align: center;"><u>Habitats</u></p> <p>Children will identify different habitats and the creatures which may live there.</p> <p>Recognise that we have a responsibility to protect living things</p> <p>Identify plants and animals in the local environment</p> <p>Identify producers and consumers in a food chain</p>	<p style="text-align: center;">Computing <u>Internet Safety</u></p> <p>Children will learn to use the search tool and have knowledge and understanding of sharing on the internet</p> <p>Children will be introduced to email and open and send simple online communications</p> <p>Children will understand that information put online leaves a digital footprint</p> <p>Children will learn how to keep personal data secure</p>
<p style="text-align: center;">Maths</p> <p>Multiplication and division, Statistics</p>	<p>Year 2</p> <p>Term 3</p> <p>The Great Fire of London</p>	<p style="text-align: center;"><u>Gym (low apparatus)</u></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 style="text-align: center;">Fitness</p> <p>Learn how to run for a long time</p> <p>Develop jumping in a long rope using timing</p> <p>Develop coordination in individual skipping</p> <p>Develop stamina and change in direction</p> <p>Explore exercises to develop strength</p> <p>Develop agility, balance and coordination</p>
<p style="text-align: center;">Art</p> <p>Look at images of Tudor houses</p> <p>Explore pastels, pens and pencils</p> <p>Use pastels to draw a scene from the Great Fire of London</p> <p>Colours to create mood</p> <p>Changing colours by mixing</p>	<p style="text-align: center;">British Values</p> <p style="text-align: center;"><u>Rule of Law</u> <u>Tolerance</u> <u>Mutual Respect</u></p> <p style="text-align: center;"><u>Individual Liberty</u></p> <p style="text-align: center;"><u>Democracy</u> Children will vote for a sponsored animal</p> <p style="text-align: center;">Inspirational Figures</p> <p style="text-align: center;">Wassily Kandinsky Samuel Pepys</p>	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>How has London changed since the Great Fire?</u></p> <p>Find out about the Great Fire of London and use common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in 1666 and now.</p> <p>Create a timeline of the events of the great fire of London.</p> <p>Describe how London has changed since 1666.</p> <p>Compare methods and equipment for firefighting today to those used in 1666</p>
<p style="text-align: center;">Design Technology</p> <p>Creating a moving picture using leavers</p>	<p style="text-align: center;">PSHE/RSE</p> <p>I am Unique</p> <p>Girls and Boys</p> <p>Clean and Healthy (My Body)</p>	<p style="text-align: center;">RE Local Church: Books</p> <p>Talk about their favourite book and explain why it is special.</p> <p>Talk about the Bible and say why it is special to Christians</p> <p>Find out about the Gospels and talk about their favourite Bible story</p> <p>Talk to the year 6 altar servers and explain why the altar servers are important within Mass.</p> <p>Retell the story of the Baptism of Jesus and talk about how Jesus and John felt.</p>
<p style="text-align: center;">MFL</p> <p>Find France and England on a map and google earth.</p> <p>What are the similarities and differences?</p> <p>Look at London now on google earth.</p> <p>What languages are spoken in London?</p>	<p style="text-align: center;">Music <u>Myths and legends</u></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;">Geography</p> <p>Know that the capital city of England is London</p> <p>Look at images of modern-day London</p> <p>Identify significant landmarks</p> <p>Discuss differences between London and where we live</p>
<p style="text-align: center;">Muddy Puddle</p> <p>Maths – children will use natural objects to create groups</p> <p>Science – children will investigate micro habitats</p>		

<p>English Core Texts : Traction Man by Mini Grey</p> <p><u>Fiction</u> Story writing <u>Non fiction</u></p>	<p>Science <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><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>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</p>
<p>Maths Shape Fractions</p>	<p>Year 2 Term 4 The Great Fire of London</p>	<p>Dance Remember, repeat and link actions to tell a story Develop an understanding of dynamics and how they can show an idea Use counts of 8 to help stay in time with the music Copy, remember and repeat actions Explore pathways and levels</p> <p>Ball skills Develop fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p>
<p>Art</p>	<p>British Values <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> <u>Individual Liberty</u> Children will justify reasons for their predictions <u>Democracy</u></p>	<p>History <u>How has London changed since the Great Fire?</u> 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>Inspirational People Samuel Pepys Christopher Wren Helen Sharman Valerie Bloom</p>	
<p>Design Technology Mechanisms 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>PSHE/RSE Feelings, Likes and Dislikes Feelings Inside Out Super Susie Gets Angry</p>	<p>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 Describe some ways in which Christians use the time of Lent Think of ways of helping others during Lent</p>
<p>MFL France/UK comparison. Singing French p31 'Ou habites tu?' French songs using numbers up to 20.</p>	<p>Music <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>Geography <u>How has London changed since the Great Fire?</u> Look at images of London now and compare them to 1666 Contrasting locations: Chatham and London</p>
<p>Muddy Puddle Science – children will find evidence of living and non-living things. Children will investigate micro habitats on the school field Geography – children will create micro journeys of the school grounds</p>		

<p style="text-align: center;">English</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 Titanic</p> <p style="text-align: center;">Fiction</p> <p>Story retelling, rewriting a traditional tale, newspaper report Persuasive writing, setting description, diary entry, survivor letter</p> <p style="text-align: center;">Non Fiction</p> <p>Titanic recount</p>	<p style="text-align: center;">Science <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;">Animals including Humans</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. Understand why it is important for humans to exercise Describe the importance of good hygiene for humans.</p>	<p style="text-align: center;">Computing</p> <p><u>Creating pictures</u> - in the style of different artists in Purple mash</p> <p>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</p>
<p style="text-align: center;">Maths</p> <p>Length and Height, Position and Direction</p>	<p>Year 2 Term 5 The Titanic</p>	<p style="text-align: center;">Yoga</p> <p>Copy, repeat and develop an awareness of strength when completing yoga poses Develop an awareness of flexibility Copy and remember actions linking them into a flow</p> <p style="text-align: center;">Net and wall Games</p> <p>Use the ready position to defend a place on court Develop returning a ball with hands Develop racket skills</p>
<p style="text-align: center;">Art</p> <p>Plan a porthole collage Paint a background sea scape colour mixing to represent sea and sky</p>	<p style="text-align: center;">British Values</p> <p style="text-align: center;"><u>Rule of Law</u> <u>Tolerance</u> <u>Mutual Respect</u></p> <p>Children will learn about the Captain Smith staying on the Titanic and women and children being rescued before men Children will learn about Judaism</p> <p style="text-align: center;"><u>Individual Liberty</u> <u>Democracy</u></p>	<p style="text-align: center;">History <u>What was the Titanic?</u></p> <p>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. Famous People in history: Ruth Becker</p>
	<p style="text-align: center;">Inspirational figures</p> <p>Art – Monet Humanities – Ruth Becker Science – Florence Nightingale</p>	
<p style="text-align: center;">Design Technology</p> <p>Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. Prepare and cut fabric to make a pouch from a template. Use a running stitch to join the two pieces of fabric together. Decorate their pouch using the materials provided.</p>	<p style="text-align: center;">PSHE/RHE</p> <p>The Cycle of Life Beginnings and Endings Change is All Around Real Life Online Rules to Help Us</p>	<p style="text-align: center;">RE World – Spread the word</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>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.</i></p>
<p style="text-align: center;">MFL</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;">Music</p> <p><u>Orchestral instruments (Theme: Traditional Western stories)</u> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music.</p>	<p style="text-align: center;">Geography The world's oceans and continent</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. 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.</p>
<p style="text-align: center;">Muddy Puddle</p> <p>Maths – children will investigate position and direction</p>		

<p>English Core Texts : Magic Finger by Roald Dahl, Say How You Feel by Joseph Caelho</p> <p><u>Fiction</u> Character description Adventure story</p> <p><u>Non Fiction</u> Instructions for building a nest</p>	<p>Science <u>Scientific Enquiry</u> 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>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.</p>	<p>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.</p>
<p>Maths Time and mass, capacity and temperature</p>	<p>Year 2 Term 6 Seaside</p>	<p>PE: Target Games Consider how much power to use when aiming at a target Understand how to score using overarm and underarm throwing Develop hitting a moving target</p> <p>Athletics 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>Art 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>British Values <u>Rule of Law</u> Children will know and understand how rules can help at home and in school <u>Tolerance</u> <u>Mutual Respect</u> 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><u>Individual Liberty</u> Children will have their own views on whether characters should seek revenge Children will make choices about behavioural consequences <u>Democracy</u></p>	<p>History <u>Why do people like to live beside the seaside?</u> 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 & RNLi Describe significant people from the past – Grace Darling</p>
<p>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</p>	<p>PSHE/RHE Three in One Who is my Neighbour? The Communities we Live In Needs and Wants</p>	<p>RE Pentecost 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>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.</p>
<p>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.</p>	<p>Music <u>On this island: British songs and sounds</u> Creating sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>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?</p>