

<p style="text-align: center;">English</p> <p>Core texts: The Secret Sky Garden, The Snail and the Whale, Dear Greenpeace, Lila and the secret of rain</p> <p style="text-align: center;">Fiction</p> <p>Descriptive writing, different locations, predicting – Description of the whale, setting</p> <p>Persuasive writing, points of view- Letter to Greenpeace</p> <p>Sequencing– To sequence and retell the story of Lila and the secret of rain</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Plants</p> <p>use their observations and ideas to suggest answers to questions</p> <p>children will observe and describe how seeds and bulbs grow into mature plants</p> <p>grow a range of seeds and a bean in a bag</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</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</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 style="text-align: center;">Maths</p> <p>Place value, partitioning 2-digit numbers in different ways</p> <p>Addition and subtraction, number balancing</p>	<p style="text-align: center;">Year 2</p> <p style="text-align: center;">Term 1</p> <p style="text-align: center;">Our World Ourselves</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">Dance</p> <p>Children will learn to copy basic movement patterns</p> <p>Children will respond to a variety of stimuli e.g. poetry, sounds and use movement in different ways to reflect stimuli</p> <p>Children will learn and attempt to use stage directions in their created dance</p> <p>Children will express moods and feelings through dance to create a story about harvest</p> <p style="text-align: center;"><u>Throwing & Catching Skills</u></p> <p>Children will learn basic skills using different throwing techniques and catching a low ball</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;">Digital Media</p> <p style="text-align: center;">Creating Pictures (Purple Mash)</p> <p>Jane Perkins – artist. Children will explore how they can re-use objects to create art</p>		<p style="text-align: center;">History</p>
<p style="text-align: center;">Design Technology</p> <p>Children will create sculptures using clay and a variety of tools. They will design and build their own bridge using lollipop sticks.</p> <p>Children to problem solve and find solutions during the process of building their bridge.</p> <p>Children to adapt construction and explain how these will improve their construction.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>How can we help?</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">RE</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</p> <p>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.</p> <p>Children will be able to retell the story of Creation or some phrases from the Psalms</p> <p>Children will be able to ask and respond to questions about their own and others experiences about new beginnings.</p> <p>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;">MFL</p> <p>Term 1 Children will learn French greetings and revise numbers to 10</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>Musical Me</u></p> <p>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.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Exploring our local area</u></p> <p>Simple maps, keys and field trip around the school. Features of the local area. Human / Physical</p> <p>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</p> <p>Observe and record the features around the school.</p> <p>Children make sketches/notes of their trip to school/trip to the field environment.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core texts: Traction man, Emily Brown and the Thing</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">Adventure stories, descriptions, recounts – Traction man Techniques used by authors, different text formats. Storyboard and retelling - Emily Brown and the Thing</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific enquiry</u></p> <p style="text-align: center;">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 style="text-align: center;">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;">Computing</p> <p style="text-align: center;"><u>Making music – Purple mash</u></p> <p style="text-align: center;">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;">Maths</p> <p style="text-align: center;">Measurement: Money Multiplication and division</p>	<p style="font-size: 2em;">Year 2</p> <p style="font-size: 2em;">Term 2</p> <p style="font-size: 2em;">Celebration</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Tag rugby</u></p> <p style="text-align: center;">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</p> <p style="text-align: center;"><u>Infant Agility</u></p> <p style="text-align: center;">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</p>
<p style="text-align: center;">Art</p> <p style="text-align: center;"><u>Drawing</u></p> <p style="text-align: center;">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 watercolours 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;">History</p> <p style="text-align: center;"><u>Remembrance and The Christmas Story</u></p> <p style="text-align: center;">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;">Design Technology</p> <p style="text-align: center;"><u>Designing</u></p> <p style="text-align: center;">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</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>Bullying</u></p> <p style="text-align: center;">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 bullying scenarios PowerPoint.</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Loving community</u></p> <p style="text-align: center;">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;">MFL</p> <p style="text-align: center;">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)</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>High and low tones</u></p> <p style="text-align: center;"><u>Making music – Purple mash</u></p> <p style="text-align: center;">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;">Geography</p> <p style="text-align: center;"><u>Comparing, contrasting regions – human and physical features</u></p> <p style="text-align: center;">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.</p>

<p style="text-align: center;">English</p> <p>Core Texts : Paddington, Traditional Tale adaptations: The Magic Boots / The three Billy Goats Gruff The Tunnel</p> <p style="text-align: center;">Non-Fiction</p> <p>Great Fire of London. Video, Websites and various texts</p> <p style="text-align: center;">Fiction</p> <p>Non-chronological report – Great Fire of London Instructions – How to make a marmalade sandwich Narrative – A new adventure for Paddington</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Scientific Enquiry</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;">Habitats</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;">Computing</p> <p>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.</p>
<p style="text-align: center;">Maths</p> <p>Multiplication and division Statistics</p>	<p style="text-align: center;">Year 2 Term 3 The Great Fire of London</p>	<p style="text-align: center;">PE: Gymnastics</p> <p>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</p> <p style="text-align: center;">Football</p> <p>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</p>
<p style="text-align: center;">Art</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;">History</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;">Design Technology</p> <p>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</p> <p style="text-align: center;">Food Technology</p> <p>Follow instructions to make a marmalade sandwich Use tools safely eg knives to spread and cut</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">How can we be Healthy?</p> <p>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 spread and ways to prevent germs from spreading</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Local Church: Books</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;">MFL</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;">Music</p> <p>Sing London's Burning in a round Play an ostinato pattern using tuned or un-tuned percussion Listen to a burning fire. Create a fire composition using instruments and objects Explore rhythm and beat. Perform Wake! Shake! Using percussion</p>	<p style="text-align: center;">Geography</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>English Core Texts : The Twits Leon and Bob Poetry: The Lost Words <u>Non-Fiction</u> Great Fire of London. Video, Websites and various texts <u>Fiction</u> Poetry - Create a poem describing a Raven Narrative – Create a new chapter of the story The Twits character descriptions Non-fiction – Create a Revolting Recipe</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 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 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 Geometry: properties of shape Number: fractions</p>	<p style="text-align: center;">Year 2 Term 4 The Great Fire of London</p>	<p>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</p>
<p>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</p>		<p>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</p>
<p>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</p>	<p>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</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 Follow pitch movements with their hands and use high, low and middle voices. Listen to the track Rippling Rhythms. Talk about the music and identify some instruments Use simple symbols to record sounds Handle and play instruments with control. Follow a pictorial score Create their own composition based on Rippling Rhythms</p>	<p>Geography Look at images of London now and compare them to 1666 Contrasting locations: Chatham and London</p>

<p style="text-align: center;">English</p> <p>Core Texts : Dear Teacher, Katie Morag and the two Grandmothers, <u>Non-Fiction</u> Titanic. Video, Websites and various texts <u>Fiction</u> Fiction, Character descriptions Non-fiction , letters, newspaper articles</p>	<p>Science Assessment Period</p>	<p style="text-align: center;">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 style="text-align: center;">Maths</p> <p>Measurement: length and height Geometry: position and direction</p>	<p>Year 2 Term 5 The Titanic</p>	<p style="text-align: center;">PE: Tennis</p> <p>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.</p>
<p style="text-align: center;">Art</p> <p>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</p>		<p style="text-align: center;">History The sinking of the Titanic - disasters in history.</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. Record as a newspaper report.</p>
<p style="text-align: center;">Design Technology</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;">PSHE How do we show our feelings?</p> <p>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</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. 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.</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 Rhythm Notation</p> <p>Improvise a simple rhythm using different instruments including the voice. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Create a pictorial score Create their own composition based on music from 1900’s (similar to the band playing the Titanic.) What is the same? What is different? Compose our own in groups</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;">English</p> <p>Core Texts : Claude and the City, The Lighthouse Keeper's lunch, <u>Non-Fiction</u> How does a Lighthouse Work? <u>Fiction</u> Fiction, story writing, letters Non-fiction Fact file</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;">Plants</p> <p>use their observations and ideas to suggest answers to questions 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</p>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">E SAFETY AND EFFECTIVE SEARCHING</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;">Maths</p> <p>Measurement: time Measurement: mass, capacity and temperature</p>	<h2 style="margin: 0;">Year 2</h2> <h2 style="margin: 0;">Term 6</h2> <h2 style="margin: 0;">Seaside</h2>	<p style="text-align: center;">PE:</p> <p style="text-align: center;">DANCE</p> <p>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.</p> <p style="text-align: center;">KWIK CRICKET</p> <p>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.</p>
<p style="text-align: center;">Art</p> <p>Giuseppe Arcimboldo DT - design a picnic (cookery) Find out about Giuseppe Arcimboldo 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 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 style="text-align: center;">History</p> <p>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.</p>
<p style="text-align: center;">Design Technology</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 Know that a healthy diet is made up from a variety and balance of different foods and drinks</p>		<p style="text-align: center;">PSHE</p> <p style="text-align: center;">HOW CAN WE KEEP SAFE IN DIFFERENT PLACES?</p> <p>Children will know 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 OPINIONS 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</p>
<p style="text-align: center;">MFL</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;">Music</p> <p style="text-align: center;"><u>performance</u></p> <p>Children will use his/her voice expressively and creatively by singing songs They will perform speaking chants and rhymes with growing confidence. Practise, rehearse and present performances to audiences with a growing awareness of the people watching Composing ice-cream van jingles. Listen to jingles and compose in groups. Sing up – oh I do like to be beside the seaside, Rockpool rock, jellyfish and down there under the sea</p>	<p style="text-align: center;">Geography</p> <p>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?</p>

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