

# Year 2 Curriculum Overview

Subjects	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Linked Learning – Healthy Bodies, Healthy Minds	Linked Learning – Island Homes	Linked Learning – The Great Fire of London	Linked Learning – Nocturnal Animals	Linked Learning – Seaside Holiday	Linked Learning – Dinosaur Park
English	<p><b>Taught Literacy Skills:</b>  <b>Instructions:</b> Using and writing instructions</p> <p><b>Narrative:</b> Character study: building sentences</p> <p><b>Letter Writing:</b> Florence Nightingale – persuasive letter writing</p> <p><b>Poetry</b> – reading and performing apples, harvest and pumpkin poems</p> <p><b>Assessed writing:</b>            AfL Recount of holidays; Character description  <b>Instructions</b> for making a smoothie,  <b>Instructions</b> - George’s marvellous medicine – recipes for making our own marvellous medicines</p> <p><b>Class stories:</b>            George’s Marvellous Medicine - Roald Dahl            Pumpkin Soup – Helen Cooper            Amazing Grace – Mary Hoffman</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Discussion/debate on what is healthy?</li> <li>- Georges marvellous medicine- debating whether George was in the wrong to give Grandma the medicine.</li> <li>- Role play of FN in Scutari</li> <li>- Show and Tell</li> </ul>	<p><b>Taught Literacy Skills:</b>  <b>Traditional Tales:</b> There’s No Dragon in this Story: Making predictions; Making links between story themes; writing parts of the story.</p> <p><b>Narrative</b> – Grandad’s Island – developing sentences</p> <p><b>Non-fiction</b> – travel brochures to promote our own island destinations.</p> <p><b>Poetry</b> - winter poetry – read poems and write acrostic poems</p> <p><b>Poetry</b> - winter poetry – read poems and write acrostic poems</p> <p><b>Assessed writing:</b>  <b>Narrative-</b> Writing part of a story using descriptive language  <b>Narrative-</b> describing settings  <b>Persuasive writing</b> to promote own island home</p> <p><b>Class Stories:</b>            Meerkat Mall – Emily Gravett            Who’s Afraid of the Big Bad Book? – Lauren Child            Dr Zargle’s Book of Eartlets – Tony Ross</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Role play of traditional story characters</li> <li>- Discussion about which island would be the best to live on-justifying reasons, backing up opinions.</li> <li>- Shared planning of own Island Homes</li> </ul>	<p><b>Taught Literacy Skills:</b>  <b>Narrative:</b>            Read SP diary – writing own Historical diary account from POV of GFOL witness</p> <p><b>Non-fiction:</b>            Questions to be researched            Differences between streets then and now</p> <p><b>Letter Writing:</b> Thank you letter to Spalding Fire Station following visit.</p> <p><b>Assessed writing:</b>  <b>Non-fiction:</b> comparing then and now in London  <b>Narrative:</b> Eye-witness account of GFOL: Diary kept over 4 days of the fire.  <b>Letter:</b> Thank you letter to fire station.</p> <p><b>Class Stories:</b>            Toby and the Great Fire            Traction Man is Here – Mini Grey            Not Now Bernard – David McKee            Tuesday – David Wiesner</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Debating and justifying which factor was the biggest cause of GFOL</li> <li>- -narrative writing to express feelings of Thomas Farrinor</li> <li>- GFOL performance</li> </ul>	<p><b>Taught Literacy Skills:</b>  <b>Narrative: Dick- King Smith</b></p> <ul style="list-style-type: none"> <li>• Character description of Max, The Hodgeheg</li> <li>• Setting description – description of park</li> <li>• Planning out a story (hodgeheg)</li> <li>• Planning alternative story with known character using drama and storyboarding.</li> </ul> <p><b>Non- fiction:</b></p> <ul style="list-style-type: none"> <li>• Report writing – linked to nocturnal animals</li> <li>• Nocturnal animal fact finding</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Minibeast descriptive vocab and poetry</li> <li>• Minibeast riddles</li> </ul> <p><b>Assessed writing:</b>  <b>Non-fiction:</b> Nocturnal animal report  <b>Narrative:</b> Max (Hodgeheg) – writing a story sequel</p> <p><b>Class Stories:</b>            The Hodgeheg - Dick King-Smith            The Owl Who Was Afraid of the Dark – Jill Tomlinson            Emily Brown and the Thing – Cressida Cowell</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>-reading non-fiction information to maintain attention, staying on topic and responding to comments about their chosen animal.</li> <li>Hot-seating/ drama Max from The Hodgeheg</li> </ul>	<p><b>Taught Literacy Skills:</b>  <b>Narrative:</b>            Seaside adventure stories – reading and planning own            Historical diary – Victorian seaside holiday postcard</p> <p><b>Non-fiction:</b>            History of seaside holidays            Safety at sea information - RNLI safety at sea.</p> <p><b>Poetry:</b>            Seaside poetry – reading and performing            Seaside riddles – planning and writing</p> <p><b>Assessed writing:</b>  <b>Poetry</b> - Seaside riddle  <b>Narrative</b> – Writing about own seaside experiences;  <b>Narrative:</b> Writing an historical postcard  <b>Narrative</b> - seaside adventure story  <b>Non-Fiction</b> - Comparing seaside holidays then and now</p> <p><b>Class Stories:</b>            Frog and Toad Together – Arnold Lobel            The Flower – John Light</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- debating choices for holiday destinations- seaside’s in the UK</li> <li>- giving opinions on things to do at the seaside and discussions about how seaside holidays have changed over the years.</li> </ul>	<p><b>Taught Literacy Skills:</b>  <b>Narrative:</b>            Zog character description            New Zog adventure story</p> <p><b>Non-fiction</b>            Dinosaur report            Vehicle making instructions            Letter to Julia Donaldson</p> <p><b>Poetry:</b>            Range of dinosaur poetry types – reading, writing and performing.</p> <p><b>Assessed writing:</b>  <b>Instructions</b> – vehicle making instructions  <b>Non-fiction</b> – dinosaur report  <b>Poetry</b> – dinosaur poem  <b>Narrative</b> – new Zog adventure story</p> <p><b>Class Stories:</b>            Julia Donaldson books            Willa and Old Miss Annie – Berlie Doherty            Gorilla – Anthony Browne</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Historical understanding of when the dinosaurs were alive.</li> <li>-debating how they died.</li> <li>-reading information and recording themselves to improve performing skills</li> </ul>

Maths	<p>Number work – Key skills, e.g. place value, doubling and halving, addition and subtraction, etc.</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Collect and present data about healthy food preferences</li> <li>• Apple day – apple taste preferences pictograph</li> <li>• Exercise – estimating and timing, e.g. How many ..... can we do in .... Time?</li> <li>• Measuring – foot length, hand span, height, etc. for comparing.</li> <li>• Sorting diagrams for food grouping.</li> <li>• George’s Marvellous measuring – making medicines (reading scales)</li> <li>• Cross Curricular number work and problem solving linked to main theme</li> </ul>	<p>Calculation methods, building on mental calculation skills, shape.</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Sorting – human and physical features</li> <li>• Co-ordinates (map work)</li> <li>• Positional language and using compass directions</li> <li>• ICT – Beebots for position, direction and movement</li> <li>• Creating own maps using grid references.</li> <li>• Giving directions including left, right, clockwise and anti-clockwise turns</li> <li>• Christmas related puzzles and problems</li> </ul>	<p>Counting sequences, HTU/TU place value work, multiples of ten and adding 9/11, multiplication, division, fractions, 2d shapes, 3d solids, time</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Data collection about materials and their properties.</li> </ul>	<p>Development of problem solving skills, solving mathematical puzzles, problems, refining calculation methods.</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Sorting plants/animals by criteria</li> <li>• Measures (bodies)</li> <li>• Cross curricular maths problems linked to variation, sorting and venn diagrams</li> <li>• Fluency- number bonds to 20 and x tables (2’s,5’s, 10’s)</li> </ul>	<p>Fractions, time, shape and measures.</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Data handling comparing Wells-Next-The-Sea and Spalding.</li> <li>• Souvenir shopping – money</li> <li>• Measuring distances on a map.</li> <li>• Cross curricular problem solving</li> </ul>	<p>Investigations of number, time, shape, measures</p> <p><b>Cross curricular maths links:</b></p> <ul style="list-style-type: none"> <li>• Sorting and classifying dinosaurs (Venn/Carroll diagrams)</li> <li>• Coordinates and positioning for the area work on our Dinosaur park</li> <li>• Measures: length and weight of toy and real dinosaurs,</li> <li>• accurate measuring and sawing etc. to make vehicles</li> <li>• Cross curricular problem solving</li> </ul>
Science	<p><b>Animals, including Humans:</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Key Teaching points:</b>  Healthy/ Unhealthy foods - basic Importance of nutrition and exercise. What do we need to stay alive?  Lifecycles  Keeping clean  How we grow and change – comparing different aged children across school.</p> <p><b>Seasonal Changes:</b> Seasonal fruits and veg (apples and pumpkins) and changes in the environment around harvest time.</p>	<p><b>Living things and their habitats:</b>  Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, <b>oceans</b> (linked to island homes – British and in non-European part of the world).</p> <p>NB: adaptations to their climate and environment.</p>	<p><b>Uses of everyday materials:</b></p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Animals, including Humans:</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Main Teaching points:</b>  Describe how animals obtain food from plants and/or other animals.  Raise and answer questions which help identify where plants and animals live, e.g. where do daisies grow in our school? Minibeasts? Where should we grow our tomato plants? What do they need to survive?  Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans.</p>	<p><b>Living things and their habitats/ Animals:</b> Linked to dinosaur topic (revisit):</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> </ul>	

Working Scientifically – main focus areas	Identifying and classifying;  Gathering and recording data to help in answering questions.	Identifying and classifying;	<b>Key Investigations:</b> Which material would best most suitable for...? e.g. Identifying different uses of materials, e.g. different plastic for many different purposes and different objects can be made from different materials, e.g. spoons. performing simple tests; linked to materials:  using their observations and ideas to suggest answers to questions.	observing closely, using simple equipment  identifying and classifying	Revisit food chains in context of asking simple questions and recognising that they can be answered in different ways -identifying and classifying -dinosaur diets.	
Art & Design	Matisse artist study <ul style="list-style-type: none"> <li>Looking at artist styles and comparing (still life – fruit)</li> <li>Sketching fruit</li> <li>Develop skills in line, shape, form and space.</li> <li>Colour mixing and colour palettes</li> </ul> Produce a Matisse-style class piece using skills learned.	Landscapes, - perspective and painting <ul style="list-style-type: none"> <li>to use drawing and painting to develop and share ideas, experiences and imagination</li> <li>Study landscape paintings from a range of artists: e.g. Monet; Gauguin, Constable, etc. describing differences between practices and make links to own work.</li> <li>Artist study: Seurat pointillism painting</li> <li>Colour mixing and palettes using warm or cool colours.</li> </ul> Christmas fabric art: Sewing and Tie Dye calendars <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> </ul>	Samuel Pepys’s portrait evaluation (historical portraits) Pastel Houses Silhouette pictures / paint tones Sketching / perspective Shading – 3D London Landmarks <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	Sketching skills: Sketching symmetrical animals (from half drawings): <ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	Sculpture – sand sculpture Collage – seaside objects  Artist Study (revisit): Study seascape paintings from a range of artists: e.g. Monet; Gauguin, Constable, etc. describing differences between practices and make links to own work.  Painting – seascapes <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	Art work linked to dinosaurs: <ul style="list-style-type: none"> <li>to use a range of materials and skills ( drawing, sculpture clay and painting) to develop and share their ideas, experiences and imagination to create their model dinosaur and it’s habitat.</li> </ul>

Computing	<p><b>e-safety- Staying safe online:</b> how long we spend on computers- needing a balance. Searching safely Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p><b>Programming- Multimedia-</b> developing key skills for using technology in school including:</p> <ul style="list-style-type: none"> <li>• Logging on/ off</li> <li>• shutting down correctly</li> <li>• opening, saving files/ programmes</li> <li>• basic keyboard skills</li> <li>• parts of a computer</li> </ul> <p><b>Technology in our lives-</b> Internet research Florence Nightingale- past and present hospitals – using search engines.</p>	<p><b>e-safety- Screen out the Mean: Cyber bullying and Relationships and communication</b> (link to Getting on and falling out – Screen out the Mean unit). Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p><b>Programming- Beebots / Beetbots App and A.L.E.X.-</b> fractions of turns and distance:</p> <ul style="list-style-type: none"> <li>-understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>-create and debug simple programs</li> <li>-use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>Multimedia-</b> Key laptop skills and word-processing skills. Microsoft publisher- Island home poster- persuasive writing. Word: Create titles for our Island brochure pages.</p> <p><b>Technology in our lives-</b> google maps and Google Earth. Links to Sat Nav use</p>	<p><b>Programming-</b> Multimedia- green screen jr report on GFOL</p> <p><b>Technology in our lives-</b> Homework GFOL website game London landmark work. How a lack of technology meant people couldn't communicate effectively</p>	<p><b>e-safety- Sites I like:</b> safer searches and key words when researches animals for guided reading</p> <p><b>Programming-</b> scratch jr</p> <p><b>Multimedia-</b> inserting a relevant picture from word to publisher and rearranging information to create a poster</p> <p><b>Technology in our lives-</b> tracking animal's habitats. How probes are using, How we now know so much about animals from research and science and technology.</p> <p><b>Handling data-</b> bar charts on nocturnal animals - maths link.</p>	<p><b>e-safety- Follow the digital trail:</b> tracking devices, location accuracy. What strangers can find out due to social media? Meeting people and giving personal details.</p> <p><b>Programming-</b> Giving instruction son beebots to get from A to B on UK map: debugging</p> <p><b>Multimedia-</b> Photo story Wells trip</p> <p><b>Technology in our lives-</b> finding out about tide times etc, how technology is used for our safety at the seaside. High tide, severe weather etc.</p> <p><b>Handling data-</b> Data handling comparing Wells-Next-The-Sea and Spalding.</p>	<p><b>e-safety- Using key words;</b></p> <p><b>Multimedia- Lego movies:</b> dinosaur movies use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Handling data-</b> Sorting / tree diagrams</p>
Safety Curriculum	<p><b>Kitchen safety:</b> Dangers linked to food prep of pumpkins and apple crumbles. (Knife / scissor safety )</p> <p><b>Medicine safety</b> – linked to main topic.</p>	<p><b>Sewing safety</b> – use of needles and scissors</p>	<p><b>Fire safety</b> – including a visit to Spalding fire Station</p>	<p><b>Road Safety</b> – crossing the road safely, including practical sessions of crossing roads around the school.</p>	<p><b>Seaside safety</b> – linked to seaside topic and trip to Wells-Next-The-Sea RNLI safety information Sun safety Dangers at sea.</p>	<p><b>DT safety</b> - Use of tools and equipment e.g. saws</p>

Design & Technology		<p><b>Calendars: Tie Dye and Sewing techniques:</b></p> <p><b>Design</b>          ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b>          ☑ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing          ☑ select from and use a wide range of materials and components, including textiles,</p> <p><b>Evaluate</b>          ☑ explore and evaluate a range of existing products          ☑ evaluate their ideas and products against design criteria</p>		<p><b>Clay sculptures (of nocturnal animals)</b>          Children will be taught techniques and will develop skills over time to sculpt using clay:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and <b>sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Evaluate: developing skills and knowledge of techniques from experience; refining methods and improving practice.</li> </ul>	<p><b>Design and making own dinosaur from clay (revisit)</b>  <b>Design and make dino-habitats</b>  <b>Design and make vehicles for dinosaur park</b></p> <p><b>Design</b>          ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria          ☑ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b>          ☑ select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing          ☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b>          ☑ explore and evaluate a range of existing products          ☑ evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b>          ☑ explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
Cooking & nutrition	<p><b>Vegetable soup</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare a vegetable soup – link to allotment and harvest (field to fork)</li> <li>• Understand where food comes from.</li> </ul> <p><b>Apple Crumble</b> – linked to apple day (linked to healthy eating and seasonal fruits from school grounds)</p>			<p><b>Eggs/ cooking omelettes:</b></p> <ul style="list-style-type: none"> <li>• Learning about the life-cycle of a chicken</li> <li>• Different farming methods and humane farming techniques</li> <li>• How eggs can be used in different ways</li> <li>• Methods for cooking eggs – practical sessions as a class.</li> <li>• Cooking omelettes – individual cooking</li> </ul>	<p><b>Making summer fruit smoothies</b></p> <p>Use the basic principles of a healthy and varied diet to prepare fruit smoothies</p> <p><b>Understand where other fruits come from – locally grown or overseas.</b> Link to allotment and harvest of strawberries and raspberries.</p>

Geography		<p><b>Island Homes topic</b> – looking at islands around the UK and in different parts of the world (comparing weather, geographical features, etc.)</p> <p><b>Main Skills Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Using different representations of maps to locate features: globes, world maps, satellite images, aerial photographs, etc.</li> <li>Using mapping skills: compass points, keys, coordinates. Giving and following directions on a map (maths link).</li> </ul> <p><b>Main Subject Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Knowledge of the world: continents and oceans; four countries, capitals and characteristics of the United Kingdom and surrounding seas;</li> <li>Hot and cold parts of the world in relation to the equator;</li> <li>Human and physical features of places with different climate zones.</li> </ul>	<p><b>GFOL geography links:</b></p> <ul style="list-style-type: none"> <li>Map skills, route of fire, changes after the fire</li> <li>Google Earth here and London</li> <li>Differences between city life and rural town life today</li> <li>Famous London landmarks</li> </ul> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>		<p><b>Seaside topic</b> – direct comparison of Spalding and Wells and with a harbour in the Caribbean:</p> <p><b>Main Skills Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Using different representations of maps to locate features: globes, world maps, satellite images, aerial photographs, etc.</li> <li>Using mapping skills: compass points, keys, coordinates. Giving and following directions on a map (maths link).</li> <li>Comparing and contrasting a small area of the UK and an area of a non-European country:</li> </ul> <p><b>Main Subject Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Location of a contrasting harbour in a non-European country: Caribbean harbour</li> <li>Human and physical features of the contrasting place.</li> <li>How to conduct fieldwork using maps, surveys (of shops and businesses) and observing human and physical features.</li> </ul>	
History	<p><b>Lives of significant individuals: Florence Nightingale and Edith Cavell</b></p> <p><b>Main Subject Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Who is Florence Nightingale?</li> <li>Why was she famous?</li> <li>What does the evidence tell us about her life?</li> <li>What were the conditions in the hospitals and nursing like?</li> <li>What changes were needed?</li> <li>How did Florence Nightingale achieve this?</li> <li>What legacy did she leave?</li> <li>How did her life compare to that of Edith Cavell?</li> </ul>		<p><b>Key events in history: The Great Fire of London:</b></p> <p><b>Main Subject Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>What was London like at the time of the GFOL?</li> <li>What were people’s everyday lives like at the time?</li> <li>What factors led to the fire starting and spreading?</li> <li>What factors led to the fire stopping?</li> <li>How do different sources of evidence help to tell the story?</li> <li>What could we learn about the GFOL from Samuels Pepys’s diary?</li> </ul>	<p><b>Lives of significant individuals: Charles Darwin</b></p> <p>Learning about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods – <b>Darwin’s discoveries about adaptation and survival of the fittest.</b></p>	<p><b>Comparing seaside holidays</b> today to times in the past, particularly Victorian.</p> <ul style="list-style-type: none"> <li>changes within living memory –to reveal aspects of change in national life. <b>(Magic Grandma)</b></li> </ul>	<p><b>Dinosaurs-</b> events beyond living memory that are significant nationally or globally</p>

Historical skills focus	<p><b>Main Skills Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Children will know that there are different sources of evidence and we use these to find out about the past.</li> <li>Identify changes needed in hospital, based on what they know.</li> <li>Asking questions about events that have happened.</li> </ul>		<p><b>Main Skills Knowledge To Be Taught</b></p> <ul style="list-style-type: none"> <li>Comparing sources of evidence – primary and secondary sources</li> <li>Asking key questions (asking Samuel Pepys)</li> <li>Identifying changes that came about because of the GFOL</li> <li>Drawing contrasts – comparing life in London now and before the fire.</li> <li>Creating structured accounts of the GFOL</li> </ul>	<p>Learning about where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Using a wide vocabulary of everyday historical terms.</p> <p>Understanding some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Using common words and phrases relating to the passing of time.</p> <p>Learning where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Using a wide vocabulary of everyday historical terms.</p> <p>Understanding some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Children will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
	Music	<p><b>Charanga:</b> Hands, feet, heart South African Music</p> <p>Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p> <p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Improvise! Take it in turns to improvise using C or C and D.</p>	<p><b>Charanga:</b> Ho, ho, ho Festivals and Christmas</p> <p>Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p>	<p><b>Charanga:</b> I wanna play in a band Rock Music</p> <p>Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p> <p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G. Improvise! Take it in turns to improvise using F or F and G.</p> <p>Great Fire of London songs</p>	<p><b>Charanga:</b> Zootime Reggae</p> <p>Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p> <p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Improvise! Take it in turns to improvise using C or C and D.</p>	<p><b>Charanga:</b> Friendship Song Pop Music</p> <p>Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p> <p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Improvise! Take it in turns to improvise using C or C and D.</p> <p>Seaside songs and shantie</p>

R.E. key skills and activities	<p><b><u>Belonging to a Jewish community</u></b></p> <p>-Begin by looking at simple reference books on Jewish family life, welcoming the baby into the Jewish family, Identify the family members, highlight special family occasions at home e.g. weekly Shabbat meal, Rosh Hashanah (New Year)</p> <p>- Find out how and why the food is used on special occasions,</p> <p>- Show and explain uses of artefacts used in special Jewish family occasions eg. candles, spice box, tallit or prayer shawl, kippah or yamulkah (skull-cap), shofar or ram’s horn</p> <p>- Discuss Jewish Sabbath (Shabbat) meal at home and at a synagogue</p> <p>- Learn about festival of Hanukkah</p> <p>- Consider what the children see as the value and purposes of these signs of belonging, and how they might be enjoyed by Jewish children.</p>	<p><b><u>Festivals of light</u></b></p> <p>-Discuss how light / dark make us feel, what it is like to be in light / darkness, types of light.</p> <p>-Tell the stories associated with the light festival and discuss whether good triumphs over evil.</p> <p>-Learn about the uses of light in the celebrations. Identify how these festivals are so important to different people.</p> <p>- to identify how different religions celebrate light. How light is portrayed in different ways and different times in the calendar year.</p>	<p><b><u>Torah / Bible</u></b></p> <p>- Make a class special book and together suggest ways of treating, storing, handling it and discuss the bible and Torah. Identifying the importance of special books to themselves and others.</p> <p>-identifying how other religions have special books.</p> <p>-Jewish Torah – teachings and instructions (law) for Jews – 1st five books of the Torah is first 5 books of Bible too. Looking at old and new testament.</p> <p>- Show how the Torah and the Bible should be handled – with respect and where the Torah is kept in a synagogue and where the Bible is kept in a church.</p> <p>- Invite a Jew and a Christian in to tell children why the Torah/Bible are special to them.</p> <p>-to identify how the books can be used to help/support or guide individuals and communities.</p>	<p><b><u>Stories from the Bible / Torah</u></b></p> <p>- Stories from the Jewish Bible (Jewish Old Testament) which illustrate the concept of authority and discuss rules that we follow.</p> <p>-Discuss the meaning of the stories to Jews and to Christians and relate the morals, learning that is taken from this and relate to ourselves and communities. To recognise whether they have a meaning or a message for us today?</p> <p>-Explore the idea that many stories tell us something about ourselves, or give us a message or meaning. Ask children to write simple stories of their own with a meaning or a message and relate to a story they may have heard; from the bible, in collective worship etc.</p> <p>-to identify answer questions that these stories may create in our minds and discuss. What values to we hold with regard to these stories?</p>	<p><b><u>Parables of Jesus as a story teller</u></b></p> <p>Look at new testament and discuss meaning in relation to other special books.</p> <p>-To know that Jesus told stories and that the stories Jesus told were a way of teaching people about God, how to behave, and how to treat each other. Discuss what lessons we can learn and how can we relate to our own lives.</p> <p>-To understand that stories often contain inner meanings and messages.</p> <p>-To understand the importance of the stories Jesus told to Christians.</p> <p>-To think about who the authority figures in their own life are and what words we can use to describe them. How do they reflect and shape our thoughts?</p> <p>Children to be able to understand bible account of ascension-To begin to understand that Christians believe in a 3<sup>rd</sup> part of God called the Holy Spirit-</p> <p>-To think about times when they have made the right or wrong choices and recognise their own values.</p>	<p><b><u>Beliefs in God</u></b></p> <p>- Discuss what children think about God and what other people know. Discuss Christian beliefs and ideas about God (including the idea of God in Jesus) and the beliefs of at least one other religion (Hindu to follow on from year 1 work and Diwali work). Then be able to discuss similarities between them.</p> <p>- Explore different ways in which Christians worship God and use the correct words and phrases when discussing these.</p> <p>- Explore ways in which members of another world religion worship their God(s) and the importance of prayer to Christians and Hindus.</p> <p>- Look at artefacts which help people to pray eg. prayer beads, candles, pictures, icons. Can children relate these symbols to symbols they may see in different places?</p> <p>- Introduce the lord’s Prayer explaining why it is important for Christians. Then look at other prayers. Children to identify how prayer can make them feel and make others feel. How do people value these objects and act around them.</p> <p>- Use of senses in worship:- sights, sounds, smells, taste using a variety of artefacts - incense, a range of music, candles, flowers, food, art, bells</p>
	<p>AT1 level 2</p> <ul style="list-style-type: none"> <li>• use religious words and phrases to identify some features of religion and its importance for some people;</li> <li>• begin to show awareness of similarities in religions;</li> <li>• retell and suggest meanings for religious stories, actions and symbols;</li> <li>• identify how religion is expressed in different ways.</li> </ul>	<p>AT2 level 2</p> <p>ask, and respond sensitively to, questions about their own and others’ experiences and feelings;</p> <ul style="list-style-type: none"> <li>• recognise that some questions cause people to wonder and are difficult to answer;</li> <li>• in relation to matters of right and wrong, recognise their own values and those of others.</li> </ul>				

PSHE	<p><b>How can we help?</b> What are our class rules and why are they important?</p> <p><b>How can we be healthy?</b> Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, assertiveness and self-respect).</p> <p>Learn about things that keep our bodies healthy (activity, rest, healthy eating and dental health). Learn about making healthy choices. To know about personal hygiene routines and why they are important.</p> <p><b>Zones of Regulation - introduction:</b></p> <ul style="list-style-type: none"> <li>• Recognising zones</li> <li>• Understanding the feelings associated with each zone</li> <li>• Managing feelings (self-regulation)</li> </ul>	<p><b>What is bullying?</b> Learn about the importance of not keeping secrets that make us feel uncomfortable, anxious or afraid.</p> <p>To know about appropriate and inappropriate touch and that bodies and feelings can be hurt. How to ask for help if you have worries.</p> <p>To learn that hurtful teasing and bullying is wrong and what to do if it is happening.</p> <p><b>Growth Mindset lessons:</b></p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Learning from mistakes</li> <li>• Grow your brain</li> <li>• How to cope with challenge</li> <li>• Challenge zones</li> </ul>	<p><b>How can we help?</b> (Class rules term 1) Learning to respect the needs of ourselves and others. To know about looking after the local environment. To know about privacy in different contexts.</p> <p>Zones of Regulation - development:</p> <ul style="list-style-type: none"> <li>• Recognising zones</li> <li>• Understanding the feelings associated with each zone</li> <li>• Managing feelings (self-regulation)</li> </ul>	<p><b>What is the same / different about us?</b> Recognise what we are good at and set simple goals. To learn about growing and changing and becoming more independent. To know the correct names of the body of boys and girls.</p> <p>To learn the importance of respect for the differences and similarities between people. To learn about groups and communities they belong to.</p> <p><b>Growth Mindset lessons:</b></p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Learning from mistakes</li> <li>• Grow your brain</li> <li>• How to cope with challenge</li> <li>• Challenge zones</li> </ul>	<p><b>How do we show our feelings?</b> To learn about different types of feelings and simple strategies to manage them. To learn to recognise how other people are feeling and about sharing their own feelings with others.</p> <p><b>Zones of Regulation - introduction:</b></p> <ul style="list-style-type: none"> <li>• Recognising zones</li> <li>• Understanding the feelings associated with each zone</li> <li>• Managing feelings (self-regulation)</li> </ul>	<p><b>How can we be safe in different places?</b> To learn about rules for keeping safe in familiar and unfamiliar places. To learn how to ask for help if worried about something. To learn about the people who work in our community. How to get help, including in an emergency.</p> <p><b>Growth Mindset lessons:</b></p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Learning from mistakes</li> <li>• Grow your brain</li> <li>• How to cope with challenge</li> <li>• Challenge zones</li> </ul>
Physical education	<p><b>Indoor PE:</b> Effects of exercise on our bodies.</p> <ul style="list-style-type: none"> <li>• Circuit training: recognising different types of exercise</li> <li>• Heart rate increases during different types of exercise.</li> <li>• Identifying the changes to our body during exercise.</li> <li>• Health benefits of exercise</li> </ul> <p><b>Outdoor Games- Throwing and catching: Inventing Games – Val Sabin:</b> participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Orienteering</b> - Position and direction language linked to main theme. <b>Indoor and out</b> Indoor first 3 weeks then outside to apply skills in school grounds.</p> <p><b>Outdoor Games: Making up Games – Val Sabin:</b></p> <ul style="list-style-type: none"> <li>• to develop and extend their sending and receiving skills.</li> <li>• to know rules for a game.</li> <li>• to develop simple group tactics.</li> <li>• to move actively and safely about the space and in teams.</li> </ul>	<p><b>GFOL dance;</b> creating dances to interpret fire – linked to GFOL topic work.</p> <p><b>Outdoor Games: Dribbling, Kicking and Hitting – Val Sabin:</b></p> <ul style="list-style-type: none"> <li>• to use a bat and ball in a safe, co-ordinated and controlled manner in simple, limited activities.</li> <li>• to send and receive a ball with a partner.</li> <li>• to show an awareness of personal space (swinging the bat) and general space.</li> <li>• to use space and equipment safely.</li> <li>• participate in team games,</li> <li>• developing simple tactics for attacking and defending</li> </ul>	<p><b>Dance – Val Sabin: Link to materials topic – language for describing changes and movements:</b></p> <ul style="list-style-type: none"> <li>• respond to a different type of stimulus – freeze, melt, squash, bounce, etc.</li> <li>• use their understanding of the basic dance skills to select appropriate ones for the dance idea.</li> <li>• work co-operatively in pairs or small groups.</li> <li>• change and vary actions.</li> <li>• look critically at their own and others work to recognise what is good and what could be improved.</li> </ul> <p><b>Outdoor Games – Group Games and Inventing Rules – Val Sabin:</b></p> <ul style="list-style-type: none"> <li>• to develop and extend their sending and receiving skills.</li> <li>• to know rules for a game.</li> <li>• to develop simple group tactics.</li> <li>• to move actively and safely about the space and in teams.</li> </ul>	<p><b>Gymnastics - pathways – Val Sabin</b></p> <ul style="list-style-type: none"> <li>• to travel confidently and competently in different ways and on different body parts.</li> <li>• to understand and create different pathways and move in different directions.</li> <li>• to link together three different movements showing contrasts in speed and level</li> <li>• perform a limited range of skills with a partner.</li> </ul> <p><b>Athletics - Val Sabin</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Gymnastics- Linking movements together – Val Sabin</b></p> <ul style="list-style-type: none"> <li>• to travel confidently and competently in different ways and on different body parts.</li> <li>• to understand and create different pathways and move in different directions.</li> <li>• to link together three different movements showing contrasts in speed and level</li> <li>• perform a limited range of skills with a partner.</li> </ul> <p><b>Athletics – - Val Sabin</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in sports day.</p>