

Term	English	Maths	Science	Geography	History	Computing	RE	Art/DT	PSHCE/Citizenship	Music	PE
Autumn 1: SPACE (7 1/2 weeks)	<p>Set 3 sounds Spelling shed: Y2 spelling words.</p> <p>Here We Are: Notes for living on planet earth (whole school unit) (2 ½ weeks)</p> <p>Stardust (4 weeks) Identifying alliteration and exploring the use of an exclamation mark. Thinking about how to create an action sentence and using comparatives. Exploring the affects of adverbs and the concept of empathy.</p> <p>Grammar week (1 week) Focus on use of capital letters, full stops, adjectives, nouns, proper nouns.</p>	<p>Number -Place Value <i>Recap: Counting forwards and backwards within 20</i> <i>Tens and ones within 20</i> <i>Counting forwards and backwards within 50</i> <i>Tens and ones within 5</i> <i>Compare numbers within 50</i> (2 digit numbers) Read, write order & compare numbers to at least 100. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Number – Addition and Subtraction (within 20 and related facts up to 100)</p> <p>Measurement: Money (£ and p)</p> <p>Multiplication& Division (2x, 5x, 10x facts, calculation, commutative law)</p>	<p>Uses of everyday materials <i>(Focus: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching)</i></p> <p>Rocket design and make (<i>link to DT- 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 select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>)</p>	<p>Locational knowledge Use of Google maps to locate the school. Where do we live? Name, locate and identify characteristics of the four countries and their capital cities and its surrounding seas. How is an island different from the mainland? Use maps, and aerial photographs to identify and geographical language to describe key features.</p>	<p>Space Discuss what we already know about Earth and Space. Where have humans been?</p> <p>The Moon Landings Explore the difficulties overcome in order to send people to the moon and return them safely to earth. Watch film from the time and talk to witnesses. Look at a range of sources showing different attempts at travelling to space. Why are the moon landings so important? Why did people go to the Moon? What happened when they landed?</p> <p>How have our ideas about Earth and space changed over time? What are the important scientific discoveries? What new things are being found out now?</p> <p><i>To continue into Aut 2 if needed.</i></p>	<p>We are learning</p> <p>Develop basic keyboard skills, through typing and formatting text. Develop basic mouse skills. Use the web to find and select images. Develop skills in storing and retrieving files.</p>	<p>What do Christians believe God is like? (Understanding Christianity 1.1)</p> <p>Elicitation- What do Christians think about God? How do Christians learn about God?</p> <p>Explore parables and tell key points of the story of Jonah. Recognise the link with the concept of God. Explain what the text means to Christians. Give an example of how Christians might use the story of Jonah to guide their beliefs about God. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Outcome: Show what Christians think about God by producing a small piece of artwork including their own images of forgiveness, love, power, care, friendship, creating.</p>	Papier mache planets	<p>Here We Are</p> <p>Jigsaw: Being Me in my World</p>	<p>Hands, Feet, Heart</p> <p>Skip to the Beat To perform skipping moves with agility, balance and co-ordination. To explore different ways of jumping/hopping with balance and accuracy. To skip with control and balance. Inter house football: to dribble an trap a ball.</p>	<p>Multiskills To explore static balances, to understand bases, to develop co-ordination through the use of upper and lower body movements, develop aiming balls & equipment accurately, travel in different ways and directions, showing clear transitions between movements, maintain balance when changing direction, use skills learned in a game.</p>
Autumn 2: SPACE / REMEMBRANCE / CHRISTMAS (7 weeks) <i>Village walk to War Memorial</i>	<p>Recap Phonics sounds Spelling shed: Y2 spelling words.</p> <p>Performance poetry: Space poems (1 week) Explore a range of space poems and discuss likes and dislikes, sharing views and opinions. Explore a range of actions and movements that could be used for different poems. Perform poems in front of peers.</p> <p>My Christmas Star (BBC advert) (4 weeks) Identify musical words and use these to write effective sentences. Consider the use of repetition for effect and explore a range of similes. Study words in the contracted form and look at how adverbs deepen the meaning of a text. Gather a range of question words and use them appropriately.</p>				<p>Remembrance Day - Significant historical events, people and places in their locality. What and who are we remembering? How do we remember them? Where do the World Wars fit into our history? Explore the war memorial in our village – what does it represent/what do we learn from them? Why is it there? How is it significant to our local area – WW1 soldiers from local area? What was life in the trenches like? Recount the life of a famous WW1 soldier – write in character from the trenches. Changes within living memory – how has Britain changed since the world wars? What things were different when our grandparents were children? Find out about the past by talking to an older person.</p>	<p>We Are Astronauts- programming on-screen</p> <p>Understand algorithms as a series of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors.</p>	<p>Why does Christmas matter to Christians? (Understanding Christianity 1.3)</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p> <p>Outcome: A Christmas carol for our play</p>	<p>See Science (Rockets)</p> <p>Moving Parts Make pinwheel poppies for Remembrance Day- explore how to join paper to make to poppy move.</p> <p>Christmas Cards</p>	<p>Jigsaw: Celebrating Difference</p>	<p>Ho Ho Ho</p> <p>Brilliant ball skills Use hand-eye coordination to control a ball, catch a variety of objects, vary types of throw, kick and move with a ball, develop catching & dribbling skills, use ball skills in a mini festival.</p> <p>Fitness Frenzy Complete circuits to improve fitness, skip with control & balance, evaluate own performance, improve core strength, balance & agility.</p>	

<p>Spring 1: SUPERHEROES (6 weeks)</p>	<p>Spelling shed: Y2 spelling words.</p> <p>George and the Dragon Explore the use of repetition for effect. Use intriguing questions to create suspense. Continue to ensure that punctuation is used appropriately to demarcate sentences, including capital letters, full stops, question marks and exclamation marks. Use expanded noun phrases for description and specification. Consider the use of similes and how these impact the sentence. Use a variety of coordinating and subordinating conjunctions and show how these improve a sentence.</p> <p>Grammar week Focus on areas that need developing based on teacher assessment from previous units.</p>	<p>Multiplication& Division (2x, 5x, 10x facts, odd & even, calculation, commutative law)</p> <p>Statistics (pictograms, tally charts, block graphs & tables)</p> <p>Geometry (2D &3D shapes)</p> <p>Number – fractions (½, 1/3, 2/4, ¾, equivalence of 2/4and ½)</p> <p>Measurement (length &height)</p>	<p>Animals, including humans <i>(Focus: notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i></p>		<p>Life of a significant person from the past Florence Nightingale</p> <p>Who is Florence Nightingale? Why are her achievements so important? How have her actions changed nursing today? What were hospitals like then? Look at images and use these as aids for discussion. Explore similarities and differences between then and now. Label diagrams of hospitals.</p>	<p>We are photographers- taking better photos</p> <p>Consider the technical and artistic merits of photographs. Use a digital camera or camera app. Take digital photos. Review and reject images. Edit and enhance their photos. Select their best images to include in a shared portfolio.</p>	<p>Is it important to celebrate the New Year? Explore ways that different people in different faiths celebrate New Year. Are religious celebrations important to people? Is God important to everyone?</p>	<p>Pop Art and Andy Warhol Look at how pop art appears in comic books about superheroes. Create own comic strip using pop art. Compare the work of Warhol to other artists eg. Van Gogh. Look at Warhol painting of Florence Nightingale. Recreate this idea using own image. Look at repeated printing of an image and using different colours.</p>	<p>Jigsaw: Dreams and Goals</p>	<p>I Wanna Play in a Band</p>	<p>Groovy Gymnastics To remember and repeat gymnastic actions with control, to balance on isolated parts of the body using the floor and hold, to develop gymnastic moves, to link actions into a sequence, to explore travelling on large apparatus.</p> <p>Cool Core To develop and improve core strength and agility, to improve core strength, balance and agility.</p>
<p>Spring 2: RAINFORESTS (Rainforest Day to start the topic) (5 ½ weeks) <i>Trip to the Living Rainforest, Newbury?</i></p>	<p>Spelling shed: Y2 spelling words.</p> <p>Non-chronological report: Big Cats Study the features of a non-chronological report and use these independently. Use non-fiction books to research a variety of big cats. Consider how alliteration can improve the main heading. Explore the use of statements as a sentence type and using -est words in a text. Use adverbs/adverbial phrases and onomatopoeia. Use speech bubbles to show dialogue.</p>		<p>Living things and their habitats <i>(Focus: explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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)</i></p>	<p>Name and locate worlds 7 continents and 5 oceans. Locate the Amazon Rainforest. Describe simple human and physical features about the continents of the world and make comparisons between them Identify key areas on the globe – equator and poles – how does weather and climate vary across the globe and why? Ask geographical questions – Where is it? What is this place like? How near/far is it?</p> <p>How is the land used? (jobs, transport) How can we use keys to record features on a map? Compare, contrast and identify likes and dislikes of Appleton and the Amazon Rainforest including human and physical features, landscape, weather, lifestyle etc Explain the facilities that a village, town and city may need and give reasons. How do places change with time? How does this affect people? How could the Appleton and</p>			<p>Why does Easter matter to Christians? (Understanding Christianity 1.5)</p> <p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Artist study: Post-Impressionism (Henri Rousseau) What are the key elements of the post-impressionist style of painting? How have artists used pattern, colour and shape? What methods and materials have they used? Do we like it? Artist focus – Rousseau. Create colour swatches – use of different colour vocabulary. Work on colour mixing – making brown, secondary colours, tints using white, Compare ideas, methods and approaches in own and others work and say what they think and feel about them. Identify what they might change in their current work or develop in their future work</p>	<p>Jigsaw: Healthy Me</p>	<p>Zootime</p>	<p>Ugly Bug Ball Dance To explore different levels and speeds of movement, to compose and perform simple dance phrases, to show contrasts in simple dances with good body shape and position, to develop a range of dance movements and improve timing, to work to music, showing rhythm and control.</p> <p>Gymfit Circuits To identify techniques for improve balance, to practise gymnastic skills through circuits with increasing accuracy, to perform a sequence of gymnastic moves within a circuit, to evaluate performance.</p>

<p>Summer 1: RAINFORESTS (6 weeks)</p>	<p>Spelling shed: Y2 spelling words.</p> <p>Really Looking: Rainforest poems (2 weeks) Read a range of rainforest poems, sharing opinions. Consider use of vocabulary and how this creates impact and effect. Consider the image a poem is painting in the mind and create drawings to show this. Create list poems using nouns, adjectives, verbs and adverbs.</p> <p>Grandad's Island (4 weeks) Exploring the use of conjunctions and capital letters for names. Using prepositions and creating lists. Creating dialogue and using repetition for effect.</p>	<p>Position & Direction (straight line, rotation, patterns & sequences)</p> <p>Problem Solving & Efficient Methods Measurement: Time (to 5 mins, minutes in an hour, hours in a day, compare & sequence intervals)</p> <p>Measurement: Mass, Capacity & Temperature (appropriate standard units, compare & order)</p> <p>Investigations</p>	<p>Plants <i>(Focus: observe and describe how seeds and bulbs grow into mature plants 2,3,6 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy)</i></p>	<p>the Amazon Rainforest be improved? How is the Rainforest changing?</p>		<p>We are zoologists- collecting data about bugs (XC science)</p> <p>Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take/edit/enhance photos. Record information on a digital map.</p>	<p>Can stories change people? Explore the way that the Old Testament and New Testament stories show that people are changed. Who do I believe I am? What can I learn from stories from religious traditions? Focus on Judaism</p>		<p>Jigsaw: Relationships</p>	<p>Friendship Song</p>	<p>Throwing & Catching To learn skills for playing striking and fielding games, position the body for striking a small ball & practise, to develop catching skills to throw a small ball for distance, to practise throwing skills in circuit, to play a game fairly and in a sporting manner using fielding skills.</p> <p>Skip to the Beat Hop consistently, jump with control, skip with good technique.</p>
<p>Summer 2: SEASIDE (7 weeks)</p>	<p>Spelling shed: Y2 spelling words.</p> <p>Grammar week (1 week) Focus on areas that need developing based on teacher assessment from previous units.</p> <p>Pirates – non-chronological report (4 weeks) Recalling features of a non-chronological report. Learning about pirates. Creating action sentences. Using similes and exploring a range of conjunctions. Using a range of sentence types.</p>		<p>Animals, including humans <i>(focus on the importance for humans of exercise, eating the right amounts of different types of food, and hygiene)</i></p>	<p>Where are seaside located within the UK? Locate on a map. Build on previous geography work- what is an island? Create a leaflet to show what it is like in a seaside town – geographical features – natural / man made</p>	<p>What were seashores like in the past? Compare and contrast similarities and differences. Punch and Judy shows Famous pirates and the actions they took.</p>		<p>How should you spend the weekend? Explore the Shabbat. Are symbols better than words at expressing beliefs? Does it feel special to belong?</p>	<p>Dips and Dippers (xc science) Explain ideas about healthy diets. Develop food vocabulary and classify foods. Name & demonstrate safe/hygienic use of kitchen equipment. Design a new dip and dippers based on tasting experiences. Discuss finished product, record through pictures/words how it looks/tastes and how well it matches their ideas/target group.</p>	<p>Jigsaw: Changing Me</p>	<p>Reflect, Rewind and Replay</p>	<p>Active Athletics+ Sports evening practise 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>Mighty Movers To run efficiently using the arms, to run with balance and co-ordination, to understand the purpose of a circuit and how it can improve fitness,</p>