

	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (5 Weeks)
Text Driver						
	<p><b><u>Amazing Animals</u></b></p> <p><b>There's a snake in my School</b> David Williams</p>	<p><b><u>Travelling around the world</u></b></p> <p><b>Paddington Bear</b> Michael Bond</p>	<p><b><u>Colour me happy</u></b></p> <p><b>The day the crayons quit</b> Oliver Jeffers</p>	<p><b><u>Coastal Regions and recycling</u></b></p> <p><b>The Snail and the Whale</b> Julia Donaldson</p>	<p><b><u>People who inspire us</u></b></p> <p><b>Great women who changed the world</b></p>	<p><b><u>Traditional Fairy tales</u></b></p> <p><b>Meerkat Mail</b></p> <p>Plus- Traditional tales (The Gingerbread Man, Cinderella, Red Riding Hood)</p>
Vocabulary	Enormous, announced, particularly, mischievous, encouraged, marvel, thundered, spluttered, confiscated, bellowed, crammed, humongous, colony, bulge,	Paddington, Station, Luggage, Voyage, Peru, London, Marmalade, Suitcase, Windsor Gardens, interior, drove, bus stop, taxi, arrived, adventures	Crayons, overworked, neat, favourite, gorgeous, beige, tired, empty, happy, successful, stubby, fabulous, embarrassed, career, whiner, fair, brilliant	as black as soot, sea is deep, world is wide, smooth black rock, a silvery trail that looped and curled, immensely long, wonderful song, shimmering ice, coral caves, shooting stars, coral caves, starlit sea, towering icebergs, far-off lands, fiery mountains, golden sands, foamed and frolicked and sprayed, arched and crashed, hideous toothy grins, zigzag lightning, flashing and frightening	Mary Seacole, Crimean War, inspire, heroin, History, Changed, astounding, talents, explorer, revolution, determined, extraordinary, different	Palace, cackle, champagne, gingerbread, beautiful, Cinderella, Goldilocks
Literacy Outcomes	<p>Hook- Receive a letter from Cannon Hall Farm saying they have received animals and want help to look after them.</p> <p>First person (HA)- if you were an animal, what am i?</p> <p>Letter- Letter to Cannon Hall Farm</p> <p>Label- animals and animals home</p> <p>Recount- Trip to Cannon Hall Farm</p>	<p>Hook- we have found a suitcase, who does it belong to?</p> <p>Diary entry- First person, from the perspective of Paddington in London.</p> <p>Hook- Marmalade sandwich crime scene. Paddington doesn't know how to make a marmalade sandwich</p> <p>Instructions to make a marmalade sandwich</p> <p>Christmas Writing</p>	<p>Hook- Letter from the crayons- replace crayons with the letters.</p> <p>Informal Letters- Using Contractions</p> <p>Hook- Crayon Video of crayons in New York</p> <p>Adventure Story- What did the crayons do away from the crayon box?</p> <p>Setting description</p> <p>Suffixes - recap ing</p> <p>Plural adding s /es</p>	<p>Hook- beach day in class</p> <p>Setting description of the beach- use beach day to support senses.</p> <p>Narrative (own creature and whale)</p> <p>Information poster- save the sea</p>	<p>Hook- What does the word inspire mean? Lots of different posters of different inspirations to discuss</p> <p>Non-chronological report</p> <p>Diary- From the perspective of an inspirational person- Mary Seacole</p>	<p>Hook- Letter from the Wolf to tell you his side of the story.</p> <p>Narrative – own version of fairy tale</p> <p>Character Description</p> <p>Letter home</p>
Maths	<p>Yr 1: Place value to 10</p> <p>Yr 1: Addition and subtraction</p> <p>Y2 Number: Place Value</p> <p>Y2 Number: Add &amp; Sub</p>	<p>Yr 1: Addition and subtraction</p> <p>Yr 1: Shape 2d and 3d</p> <p>Y2 Number: Add &amp; Sub</p> <p>Y2 Measure: Money</p>	<p>Yr 1: Place value to 20</p> <p>Yr 1: Addition and subtraction within 20</p> <p>Y2 Number: Multiplication &amp; Division</p> <p>Y2 Number: Add &amp; Sub</p>	<p>Yr 1: Place value to 50 (Inc 2 5 10)</p> <p>Yr 1: Odds and evens</p> <p>Yr 1: Recap Addition and Subtraction</p> <p>Yr 1: Measurements</p> <p>Yr 1: Length and height</p> <p>Y2: Shape</p> <p>Y2 Fractions</p> <p>Y2 Statistics; Graphs (completed in Su2)</p>	<p>Yr 1: Multiplication and division (incl 2 5 10)</p> <p>Yr 1: Money</p> <p>Yr 1: Position and direction</p> <p>Yr 1: Weight and Volume</p> <p>Y2 Measurement: Capacity, Temp, Mass</p> <p>Y2 Statistics; Graphs</p> <p>Y2 Position and Direction</p>	<p>Yr 1: Place value to 100</p> <p>Yr 1 Fractions</p> <p>Yr 1 Time</p> <p>Y2 Fractions (contin.)</p> <p>Y2 Measurement: Length &amp; Height</p> <p>Y2 Measurement: Time</p> <p>Y2 Add &amp; sub (recap)</p>

Topic Outcomes	Understand different kinds of animals. Trip to cannon hall farm	Explore the achievements of past explorers Learn about the Human Body and animals	Weather report- film on IPADS Comparing the UK to another county	Beach day- Senses for setting description Reusing recyclable materials	Mary Seacole St Thomas More Heathy eating	Looking at old technology- old phones, ways of communicating Write a letter home to family and post it.
Science	<p><b>Year 1: Animals including humans</b>  <u>WALT:</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  <u>WALT:</u> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.  <u>WALT:</u> identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>Year 2: Living things and their habitats</b>  <u>WALT:</u> explore and compare the difference between things that are living, dead, and things that have never been alive.  <u>WALT:</u> identify and name a variety of plants and animals in their habitats, including micro-habitats.  <u>WALT:</u> identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.  <u>WALT:</u> 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.</p>	<p><b>Year 1: The human body including being healthy</b>  <u>WALT:</u> To identify, name and label the basic parts of the human body  <u>WALT:</u> To identify, name and say which part of the body is associated with each sense</p> <p><b>Year 2: Animals including humans</b>  Pupils should be taught to  <u>WALT:</u> notice that animals, including humans, have offspring which grow into adults.  <u>WALT:</u> find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  <u>WALT:</u> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Seasonal changes</b>  <u>WALT:</u> observe changes across the four seasons  <u>WALT:</u> Observe and describe weather associated with the seasons and how day length varies (To complete throughout the year)</p>	<p><b>Year 1: Everyday Materials.</b>  <u>WALT:</u> distinguish between an object and the material from which it is made  <u>WALT:</u> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  <u>WALT:</u> describe the simple physical properties of a variety of everyday materials  <u>WALT:</u> compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Year 2: Materials</b>  Pupils should be taught to:  <u>WALT:</u> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  <u>WALT:</u> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Year 1: Plants</b>  Deciduous and evergreen  <u>WALT:</u> identify and describe trees.  <u>WALT:</u> identify and name a variety of common wild and garden plants including evergreen and deciduous trees.  <u>WALT:</u> identify and describe the basic structure of plants including trees.  <u>WALT:</u> use observations to answer questions  Plant and observe stages of growth (plant a beanstalk)  Identifying plants and leaves.  What does a plant need to grow?</p> <p><b>Year 2: Plants</b>  Pupils should be taught to:  <u>WALT:</u> identify and name a variety of plants in their habitats  <u>WALT:</u> observe and describe how seeds and bulbs grow into mature plants.  <u>WALT:</u> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	Recap
Geography	<p><b>Map of the grounds and Building Habitats</b></p> <p><b>Year 1/2</b>  <u>WALT:</u> create plans and raw simple features in their familiar environments  <u>WALT:</u> add labels onto a sketch map, map or photograph of features  <u>WALT:</u> To use simple fieldwork and simple observational skills to study the geography of the school and its grounds.  <u>WALT:</u> To devise a simple map and use and construct basic symbols in a key.  <u>WALT:</u> draw simple features</p>		<p><b>The United Kingdom</b></p> <p>Look at the countries that make the UK. Look at flags and where they are on a map.</p> <p><b>Year 1:</b>  <u>WALT:</u> Name and locate 3 of the 4 countries of the UK.  <u>WALT:</u> pupils can name 2 of the 4 capital cities of the UK.  <u>WALT:</u> Use maps and atlases to identify the UK and the 4 countries.  <u>WALT:</u> Use basic geographical features (valley and mountain)  <u>WALT:</u> pupils are recognising landmarks with increased accuracy.</p> <p><b>Year 2:</b>  <u>WALT:</u> pupils can recognise landmarks</p>	<p><b>Looking at a seaside</b></p> <p><b>Year 1:</b>  <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to human features  <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to physical features</p> <p><b>Year 2:</b>  <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to human features  <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to physical features</p> <p>Mapping of</p>	<p><b>Comparing the UK to a different place. Jamaica</b></p> <p><b>Year 1:</b>  <u>WALT:</u> pupils can name and locate 3 of the 7 continents of the world  <u>WALT:</u> pupils can name and locate 2 of the 5 oceans of the world  <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in human geography.  <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in physical geography.  <u>WALT:</u> use maps, atlases or globes to identify studies regions</p>	

	<p><u>WALT:</u> To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><u>WALT:</u> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p><b>Year 1:</b> <u>WALT:</u> pupils can use simple compass directions with increased accuracy. <u>WALT:</u> pupils are beginning to devise a simple map</p> <p><b>Year 2:</b> <u>WALT:</u> use simple compass directions confidently <u>WALT:</u> pupils can devise a simple map with symbols in a key</p> <p>Progression – map skills Use a basic picture map to move around school. Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features.</p>		<p><u>WALT:</u> use world maps, atlases and globes to identify the United Kingdom and its countries. <u>WALT:</u> name, locate and identify characteristics of the 4 countries of the united kingdom. <u>WALT:</u> pupils can name the 4 capital cities of the UK. <u>WALT:</u> use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Progression – map skills Use maps to locate the 4 countries and capital cities of the UK and its surrounding seas. Use photographs and maps to identify features. To identify the UK and its position in the world. Field work- Welly Walks</p>	<p>5 oceans of the world – name and locate on world map</p> <p>Atlas work</p> <p>Look at key costal features.</p> <p>Progression – map skills Use photographs and maps to identify features. Use relative vocabulary such as bigger, smaller, like and dislike. Add labels onto a sketch map, map</p> <p><u>WALT:</u> carry out a small survey of the local area of school <u>WALT:</u> ask and respond to basic geographical questions <u>WALT:</u> ask a familiar person prepared question <u>WALT:</u> use pro-forma to collect data e.g. tally survey <u>WALT:</u> recognise a photo/video as a record of what has been seen/ heard <u>WALT:</u> use a camera in the field to record what is seen</p> <p><b>Weather Reporters</b></p> <p><b>Year 1:</b> <u>WALT:</u> Pupils can identify seasonal patterns. <u>WALT:</u> Locate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Year 2:</b> <u>WALT:</u> identify seasonally and daily weather patterns in the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Weather patterns Daily weather checking</p>	<p>more confidently and can use 1 at least accurately.</p> <p><b>Year 2:</b> <u>WALT:</u> pupils can name and locate the 7 continents of the world. <u>WALT:</u> pupils can name and locate the 5 oceans of the world <u>WALT:</u> use maps, atlases and globes to identify studies regions <u>WALT:</u> <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in human geography. <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in physical geography.</p>	
History		<p><b>Striped Owls Explorers (Voyager)</b></p> <p><b>Year 1/2:</b> <u>WALT:</u> Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p> <p><b>Year 1:</b> <u>WALT:</u> pupils can order some events they have learnt about from furthers away to most recent with increasing accuracy.</p>			<p><b>Mary Seacole</b></p> <p><b>Year 1/2:</b> <u>WALT:</u> Choose and use parts of stories and other sources to ask and answer questions about the past. <u>WALT:</u> Identify different ways in which the past is represented: e.g. fictional accounts, illustrations, films, song, museum displays <u>WALT:</u> Discuss change and continuity in an aspect of life, e.g. holidays</p> <p><b>Year 1:</b></p>	<p><b>Caxton and Bell</b></p> <p>Ways we communicate</p> <p><b>Year 1/2:</b> <u>WALT:</u> Observe or handle evidence to ask questions and find answers. <u>WALT:</u> Identify similarities and differences between ways of life in different periods, including their own lives <u>WALT:</u> Recognise why people did things Recognise why some events happened <u>WALT:</u> Recognise what happened</p>

		<p><u>WALT:</u> pupils know what a time line is.</p> <p><b>Year 2:</b>  <u>WALT:</u> pupils can accurately order events they have learnt about from furthest away to most recent.  <u>WALT:</u> pupils can draw timelines beginning to place areas of study on them.</p> <p>Christopher Columbus and Neil Armstrong  Modern comparison- Bear Grylls</p>			<p><u>WALT:</u> pupils can use and are beginning to remember names and places that link to areas of study  <u>WALT:</u> pupils are beginning to use simple words and phrases mostly accuracy to indicate periods of time e.g. a long time ago.  <u>WALT:</u> Pupils can remember most key events about the areas they have studied  <u>WALT:</u> Pupils are beginning to understand that they can find historical information in books</p> <p><b>Year 2:</b>  <u>WALT:</u> Pupils can remember and use a range of names and words specific to areas of study.  <u>WALT:</u> Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries  <u>WALT:</u> Pupils can remember key events about the areas they have studied</p> <p>Progression – cause and consequences  Recognise what happened as a result of people’s actions or events.</p> <p>Progression – chronology  Demonstrate an awareness of the past using common words and phrases relating to the passing of time.</p>	<p>as a result of people’s actions or events</p> <p><b>Year 1:</b>  <u>WALT:</u> pupils are beginning to make comparisons between areas of study  <u>WALT:</u> Pupils can ask simple questions when they are unsure.  <u>WALT:</u> Pupils can accurately answer some questions verbally related to an area of study</p> <p><b>Year 2:</b>  <u>WALT:</u> pupils are beginning to make comparisons between areas of study identifying similarities between them.  <u>WALT:</u> pupils are beginning to make comparisons between areas of study identifying differences between them.  <u>WALT:</u> Pupils can begin to identify different representations of history e.g. books, visual clips, letters  <u>WALT:</u> Pupils can ask simple questions to develop their understanding  <u>WALT:</u> Pupils are able to accurately answer simple questions related to an area of study confidently  <u>WALT:</u> Pupils can justify their answers using sources or stories  <u>WALT:</u> Pupils can begin to identify how we know about past events</p> <p>Telephone invention  Sending messages – sending a letter</p> <p>Sending messages – sending a letter</p>
Art	<p><b>Observational Animal portraits</b></p> <p>Year 1:  <u>WALT:</u> can colour (own work) neatly following the lines  <u>WALT:</u> Can copy everyday objects, including more details in drawings such as patterns and shapes..  <u>WALT:</u> review our work and identify what we might change in future work  <u>WALT:</u> Can they draw lines of different thickness using two different grades of pencil.  <u>WALT:</u> about differences and similarities in the work of artists</p>		<p><b>Emotion Paintings- Pop Art Style</b></p> <p><b>Year 1:</b>  <u>WALT:</u> Mixing secondary colours.  <u>WALT:</u> Exploring how shades can be created using black and white.  <u>WALT:</u> Practise mixing colours and shades to produce more accurate results.  <u>WALT:</u> Uses thick and thin brushes, beginning to select where appropriate  <u>WALT:</u> To describe the work of an artist (<b>Andy Warhol</b>)</p>	<p><b>Making Sea creatures</b></p> <p>Clay – making and painting a snail or sea creature  Model- the whale using different materials.</p> <p><b>Year 1:</b>  <u>WALT:</u> from a flat piece of clay or playdough cut out desired shapes with some accuracy.  <u>WALT:</u> Experiment making different shapes and objects with soft modelling materials.  <u>WALT:</u> manipulate playdough or clay in a variety of ways including rolling, pinching and kneading.</p>		

	<p><u>WALT:</u> ask and answer questions about the starting points for their work, and to develop their ideas</p> <p><u>WALT:</u> try out tools and techniques and apply these to materials and processes, including drawing</p> <p>Year 2:</p> <p><u>WALT:</u> select appropriate pencil sizes to draw lines of different sizes and thickness.</p> <p><u>WALT:</u> Show pattern and texture by adding dots and lines.</p> <p><u>WALT:</u> Show different tones by using coloured pencils.</p> <p><u>WALT:</u> Observational drawing including more detail.</p> <p><u>WALT:</u> Use three different grades of pencil in their drawings.</p> <p><u>WALT:</u> Create different tones using light and dark.</p> <p><u>WALT:</u> Use a view finder to focus on a specific part of an artifact before drawing.</p> <p><u>WALT:</u> Using annotations in their work</p> <p>Select appropriate media: chalk, pencil, crayons, charcoal, pencils and pastels.</p>		<p><b>Year 2</b></p> <p><u>WALT:</u> Create colour wheels</p> <p><u>WALT:</u> explore what happens when you mix paint with other media types e.g. Glue, washing up liquid.</p> <p><u>WALT:</u> Paint with a range of paints including poster, water colour.</p> <p><u>WALT:</u> To describe the work of an artist to inform own art work (Andy Warhol)</p>	<p><u>WALT:</u> using tools safely and in the correct way.</p> <p><u>WALT:</u> Add simple decoration using paint or impressing.</p> <p><u>WALT:</u> Simple joining of materials using PVA glue.</p> <p><u>WALT:</u> Uses a range of materials to create a model, e.g. straws, paperclips.</p> <p>Year 2:</p> <p><u>WALT:</u> Effective joining of materials using glue.</p> <p><u>WALT:</u> Effective joining of clay pieces.</p> <p><u>WALT:</u> Can construct a model from imagination or observation.</p> <p><u>WALT:</u> beginning to add surface patterns or textures where appropriate.</p> <p><u>WALT:</u> beginning to carve 3D objects.</p> <p><u>WALT:</u> knows that clay can be decorated with a range of materials, e.g. clay, varnish, glazes.</p> <p>Understands how clay changes.</p> <p>Artist study: Matisse – ‘The Snail’</p>		
Design Technology		<p><b>Making a moving book</b></p> <p><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b></p> <p><u>WALT:</u> Generate own ideas for design by drawing on own experiences or from reading</p> <p><u>WALT:</u> mark out materials to be cut using a template</p> <p><u>WALT:</u> With help measure, mark out, cut and shape a range of materials</p> <p><u>WALT:</u> explore using tools including scissors and a hole punch safely</p> <p><u>WALT:</u> select tools and techniques needed to shape assemble and join materials they are using.</p> <p><u>WALT:</u> evaluate their ideas and products against design criteria</p> <p><b>Year 2:</b></p> <p><u>WALT:</u> Develop their ideas through talk, and drawing and labelled parts</p> <p><u>WALT:</u> to the nearest cm, measure, cut and score</p> <p><u>WALT:</u> evaluate their ideas and products against design criteria</p>			<p><b>Healthy eating- Jamaican Themed</b></p> <p>Year 2: cooking with measuring</p> <p><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b></p> <p><u>WALT:</u> Draw on their own experience to help generate ideas.</p> <p><u>WALT:</u> Suggest ideas and explain what they are going to do</p> <p><u>WALT:</u> Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.</p> <p><u>WALT:</u> Use appropriate equipment to weigh and measure ingredients.</p> <p><u>WALT:</u> Know how to use techniques such as cutting, peeling, and grating with support.</p> <p><u>WALT:</u> Talk about their design ideas and what they are making</p> <p><b>Year 2:</b></p> <p><u>WALT:</u> know that everyone should eat at least 5 portions of fruit and vegetables every day</p> <p><u>WALT:</u> cut peel or grate ingredients safely and hygienically and give opportunities to do this independently.</p> <p><u>WALT:</u> Assemble and cook</p>	<p><b>Mechanisms</b></p> <p>Making a moving vehicle</p> <p><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b></p> <p><u>WALT:</u> Develop their design ideas applying findings from their earlier research</p> <p><u>WALT:</u> model their ideas on card or paper</p> <p><u>WALT:</u> Make vehicles construction kits which contain free running wheels.</p> <p><u>WALT:</u> cut materials safely using tools provided.</p> <p><u>WALT:</u> Attach wheels to chassis on a model using an axle.</p> <p><u>WALT:</u> Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue/ masking tape.</p> <p><u>WALT:</u> Begin to use simple finishing techniques to improve the appearance with their product.</p> <p><u>WALT:</u> use appropriate language to describe colours, media, equipment and textures.</p> <p>Year 2:</p> <p><u>WALT:</u> make templates and mock ups of their ideas in card and paper or using ICT.</p> <p><u>WALT:</u> Begin to develop their design ideas through discussion,</p>

					ingredients such as baking.	<p>observation, drawing and modelling.</p> <p><u>WALT:</u> Cut materials safely using tools provided.</p> <p><u>WALT:</u> Demonstrate a range of joining techniques (such as gluing, hinges, or combining materials to strengthen).</p> <p><u>WALT:</u> With help, measure, cut, and score to the nearest centimetre.</p> <p><u>WALT:</u> Learn to use hands tools safely and appropriately.</p> <p><u>WALT:</u> Start to assemble. Join and combine materials in order to make a product.</p> <p><u>WALT:</u> Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><u>WALT:</u> Create products using levers, wheels and winding mechanisms.</p> <p><u>WALT:</u> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage.)</p> <p><u>WALT:</u> Look at the range of existing products explain what they like and dislike about the products and why.</p>
PE	<p><b>Year 2: Real PE, Unit 1, co-ordination and footwork and static balance personal</b></p> <p>I have begun to challenge myself. I know where I am with my learning. I try several times if at first I do not succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely.</p>	<p><b>Year 2: Real PE, Unit 2, dynamic balance and static balance Social</b></p> <p>Invasion games I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.</p>	<p><b>Year 2: Real PE, Unit 3 Dynamic balance and static balance Cognitive</b></p> <p>Gymnastics I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and difficulties in performance. I can name some things I am good at. I can understand and follow simple rules.</p>	<p><b>Year 2: Real PE, Unit 4 Co-ordination and counter balance Creative</b></p> <p>Ball skills I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.</p>	<p><b>Year 2: Real PE, Unit 5 Co-ordination.</b></p> <p>and agility physical Striking and fielding I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in the level, direction or speed. I can perform a range of skills with some control and consistency. I can perform a small range of skills and link two movements together. I can perform a single skill or movement together. I can perform a single skill or movement with some control.</p>	<p>Year 2: Real PE, Unit 6 Athletics (sports day)</p> <p>I can explain why we need to warm and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately, move, and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.</p> <p>Jelly fish Dance</p>
Music	<p><b>Charranga, Unit 1</b></p> <p>Hands, Feet, Heart Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. African Dance – perform dances using simple movement patterns.</p> <p><b>OR Music Man (Mr Mathers)</b></p>	<p><b>Charranga, Unit 2</b></p> <p>Ho ho ho Listen &amp; Appraise (descriptions for all strands as Autumn 1)</p> <p>Christmas Production Singing</p> <p>London's burning – use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>OR Music Man (Mr Mathers)</b></p>	<p><b>Charranga, Unit 3</b></p> <p>I Wanna Play In A Band Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p> <p><b>OR Music Man (Mr Mathers)</b></p>	<p><b>Charranga, Unit 4</b></p> <p>Spring 2 – Zoo time Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after step 3</li> <li>• Composition - option after step 4</li> </ul> <p>Perform/Share</p>	<p><b>Charranga, Unit 5</b></p> <p>Friendship Song Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p>	<p><b>Charranga, Unit 6</b></p> <p>Replay, Reflect and Rewind Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <p>Perform/Share</p> <p><b>OR Music Man (Mr Mathers)</b></p>

				OR Music Man (Mr Mathers)	OR Music Man (Mr Mathers)	
RE	Christianity What did Jesus teach? Is it possible to be kind to everyone all the time?	Christianity Incarnation Christmas – Jesus as a gift from God. Why do Christians believe God gave Jesus tom the world?	Islam Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?	Christianity Easter – Resurrection Salvation How important is it to Christians that Jesus came back to life after his crucifixion?	Islam Community and belonging Does going to a mosque give Muslims sense of belonging?	Islam Hajj Does completing Hajj a Muslim a better person?
Trips/event	Cannon Hall Farm	Christmas songs show	Welly Walk- seasonal changes  Red, White and blue day	Beach day in the classroom	Dress up as an inspirational person day (end of half term)  Careers Day	Walk in local area to post a letter Find the Post Office
PSHE, FBV and Life Skills	<b>Jigsaw, Unit 1, being me in my world</b> Health and Well Being (What constitutes a healthy lifestyle, make informed choices that improve their health) Class rules and expectations (FBV Law/ Responsibility)  School Council elections (FBV Democracy)	<b>Jigsaw, Unit 2, celebrating difference</b> I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her  Parliament Week Anti-Bullying Week	<b>Jigsaw, Unit 5, relationships</b> I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Loss and Change – (about change and loss and the associated feelings) To identify and respect the differences and similarities between people – Chinese New Year (what animal are they?).  Road Safety	<b>Jigsaw, Unit 4, healthy me</b> I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends Living in the wider world – (know that money comes from different sources and can be used for different purposes).	<b>Jigsaw, Unit 3, dreams and goals</b> I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group Health and Wellbeing – (Staying safe e.g. in the home and in the environment)  Online Safety Careers Day	<b>Jigsaw, Unit 6, changing me</b> I can recognise the physical Differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl  Vocab to describe their feelings to others  Being Safe (how to recognise and report feelings of being unsafe or feeling bad to adults)
Computing	Computing systems and networks – Technology around us	Creating media – digital painting	Programing A – moving a robot	Data and information – grouping data	Creating media – digital writing	Programing B – Introduction to animation