

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (5 weeks)
Text Driver	<p>(Great Fire of) London</p>	<p>Toys</p>	<p>Space</p>	<p>Habitats (Eco-warriors)</p>	<p>Rainforests</p>	<p>Dragons</p>
Vocabulary	London, Trafalgar Square, St Paul's Cathedral, Tower of London, Crown Jewels, Queen, raven, Yeoman Warder, Union Jack, River Thames, Tower Bridge, London Eye, South Bank, bustled, fire, leather, Samuel Pepys	Toy, flopped, fond, railings, anxiously, raffle, stall, beautiful, blue, silk, old, worn, museum, cuddly, favourite	Lost, understand, listen, friends, Earth, spaceship, planets, Katherine Johnson, Neil Armstrong, Apollo 11, astronauts, moon	Save, animals, lumbered, forest, action, greedy, Earth, City, behaviour, spoiling, repaired, shared, beautiful, ruining, trembled	Squawking, Kapok tree, lulled, Senhor, ancestors, pollinate, canopy, oxygen, wondrous, fragrant, creatures, mist, hesitated	Mighty, sizzle, guards, swopped, hastily, beast, kingdom, roared, white-hot, shuddered, overjoyed, scaly, skewered, repay
Literacy Outcomes	Non-chronological report - London landmarks Diary of Vlad / Samuel Pepys Fire poetry	Narrative - a lost toy Non-chronological report - toys then and now Description of our favourite toys Letter to Father Christmas	Narrative - the story of Beegu Character description / factual profile - Catherine Johnson Diary entry - 3 different character perspectives	Letter to incite change - people who drop litter Character description (Greta Thunberg) Narrative - retell	Setting description Non-chronological report - animals of the rainforest Persuasive writing	Letter writing Narrative - retell the story of Saint George and the Dragon Dragon poems
Maths	Y2 Number: Place Value Y2 Number: Add & Sub	Y2 Number: Add & Sub Y2 Measure: Money	Y2 Number: Multiplication & Division Y2: statistics	Y2: Geometry: Properties of shape Y2 Number: Fractions	Y2 Measurement: Length and Height Y2 Position and Direction Consolidation and problem solving	Y2 Measurement: Time Y2 Measurement: Mass, Capacity and Temperature Consolidation
Topic Outcomes	To know the properties and usability of different materials. To create a moving vehicle to travel around London To know about the Great Fire of London To know more about UK cities - in particular London To understand how modes of transport have changed over the years.	To make a puppet. To understand how toys have changed over time To learn to program a robot To understand that different materials are useful for different jobs	To know where the Moon is. To know why the moon landing was a significant part of history. To understand what humans need to survive.	Take part in a litter pick using a local map to help us plan our route To create a map with compass directions and follow a route. To know about our local area (Athersley)	To know where a range of animals live and why they are suited to that environment. To explore our environment around us. To use a range of art techniques to explore nature.	To know what a plant needs to live and why they are important Locate the 7 continents To grow plants and keep them healthy and living To identify different plants and trees in our outdoor areas
Science	<b>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.	<b>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.	<b>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.	<b>Living things and their habitats</b> Pupils should be taught to: <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.		<b>Plants</b> Pupils should be taught to: <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>PSHE, FBV and Life skills</p>	<p>Jigsaw, Unit 1, being me in my world Health and Well Being (What constitutes a healthy lifestyle, make informed choices that improve their health) Class rules and expectations (FBV Law/Responsibility)</p> <p>School Council elections (FBV Democracy)</p>	<p>Jigsaw, Unit 2, celebrating difference 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</p> <p>Parliament Week Anti-Bullying Week</p>	<p>Jigsaw, Unit 3, dreams and goals 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)</p> <p>Online Safety</p>	<p>Jigsaw, Unit 4, healthy me 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).</p>	<p>Jigsaw, Unit 6, changing me 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</p> <p>Vocab to describe their feelings to others</p> <p>Being Safe (how to recognise and report feelings of being unsafe or feeling bad to adults) Careers Day</p>	<p>Jigsaw, Unit 5, relationships 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?).</p> <p>Road Safety</p>
<p>Geography</p>	<p><u>WALT:</u> name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p><u>WALT:</u> use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Progression - field work Pupils can use maps, atlases and globes confidently to identify studied regions.</p> <p>Progression - field work Name the major cities of England, Wales, Scotland and Ireland.</p> <p><u>WALT:</u> use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Progression - map skills To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw or mark a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Find where they live on a map of the UK.</p>		<p><u>WALT:</u> name and locate the world's 7 continents and 5 oceans</p> <p><u>WALT:</u> use basic geographical vocabulary to refer to: beach, cliff, coast, sea, ocean, season, weather and human features; port, harbour.</p> <p><u>WALT:</u> use world maps, atlases and globes to identify the continents.</p> <p><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>Progression - map skills Locate and name on a world map and globe the continents.</p> <p>Progression map skills Locate on a globe and world map the hot and cold areas of the world including the equator and the North and South Poles.</p>	<p><u>WALT:</u> use simple field work and observational skills to study the geography of their school, its grounds ./ local area and the key human and physical features of its surrounding environment</p> <p><u>WALT:</u> use basic geographical vocabulary to refer key physical features: a forest, vegetation, soil and key human features including house, shop, city, town and village.</p> <p>Progression - field work Carry out a small survey of the local area or school. Use a pro-forma to collect data (e.g. tally chart). Use basic observational skills. Add labels onto a sketch map, map or photograph of features.</p> <p>Progression - geographical enquiry Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some relevant questions to someone else Say what they like and don't like about their locality and another locality.</p> <p><u>WALT:</u> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>WALT:</u> devise a simple map; and use and construct basic symbols in a key.</p> <p><u>WALT:</u> use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Progression - map skills Use simple compass directions, North, South, East and West. Use and construct basic symbols in a key. Follow a route on a map.</p>	<p><b>Comparing the UK to South America</b></p> <p><u>WALT:</u> pupils can name and locate the 7 continents of the world.</p> <p><u>WALT:</u> pupils can name and locate the 5 oceans of the world</p> <p><u>WALT:</u> use maps, atlases and globes to identify studies regions</p> <p><u>WALT:</u></p> <p><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.</p> <p><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>	

<p><b>History</b> History</p> <p>Progression – historical terms Vocab of; a long time ago, recently, when my... were, younger, years, decades and century's.</p>	<p><b>Great Fire of London</b></p> <p><u>WALT</u>: events beyond living memory that are significant nationally or globally</p> <p>Progression – causes and consequences Recognise what happened as a result of peoples actions or events.</p> <p>Progression – chronology Show where places, people and events fit into a broad chorological framework.</p> <p>Progression – similarities and differences Identify similarities and differences between ways of life in different periods including their own lives</p>	<p><b>Toys – research and write a report on a range of toys, past and present</b></p> <p><u>WALT</u>: changes within living memory</p> <p>Progression – similarities and differences Identify similarities and differences between ways of life in different periods including their own lives.</p>	<p><b>Moon Landing and first man on the moon</b></p> <p><u>WALT</u>: events beyond living memory that are significant nationally or globally m <u>WALT</u>: the lives of significant individuals who have contributed to national achievements.</p> <p>Progression – causes and consequences Recognise what happened as a result of peoples actions or events.</p> <p>Progression – chronology Show where places, people and events fit into a broad chorological framework.</p> <p>Progression – similarities and differences Identify similarities and differences between ways of life in different periods including their own lives.</p>			<p><b>Castles</b></p> <p><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</p> <p><u>WALT</u>: Pupils are able to accurately answer simple questions related to an area of study confidently</p> <p><u>WALT</u>: Pupils can justify their answers using sources or stories</p> <p><u>WALT</u>: Pupils can begin to identify how we know about past events</p>
<p><b>Computing</b></p>	<p>Computing systems and networks – IT around us</p>	<p>Programming A – Robot algorithms</p>	<p>Creating media – digital photography</p>	<p>Data and information – pictograms</p>	<p>Creating media – Making music</p>	<p>Programming B – an introduction to quizzes</p>
<p><b>Art</b></p>		<p><b>OBSERVATIONAL DRAWING</b> Exploring shading, and tone Exploring colour mixing Observational drawing of our favourite toys Exploring work by graffiti artist KAWS and his toy inspired works</p>		<p><b>Re-designers</b></p> <p><u>WALT</u>: Effective joining of materials using glue. <u>WALT</u>: Effective joining of clay pieces. <u>WALT</u>: Can construct a model from imagination or observation. <u>WALT</u>: beginning to add surface patters or textures where appropriate. <u>WALT</u>: beginning to carve 3D objects. <u>WALT</u>: knows that clay can be decorated with a range of materials, e.g. clay, varnish, glazes.</p>	<p><b>Painting – Rainforest animals</b></p> <p><u>WALT</u>: Create colour wheels <u>WALT</u>: explore what happens when you mix paint with other media types e.g. Glue, washing up liquid. <u>WALT</u>: Paint with a range of paints including poster, water colour. <u>WALT</u>: To describe the work of an artist to inform own art work</p>	
<p><b>Design Technology</b></p>	<p><b>Mechanisms</b> Design, make and evaluate a moving vehicle (wheels and axles) to travel around London</p> <p><u>WALT</u>: begin to develop their design ideas through discussion, observation, drawing and modelling. <u>WALT</u>: create products using levers, wheels and winding mechanisms. <u>WALT</u>: evaluate their work against their design criteria</p>	<p><b>Textiles</b> Research, design and make a puppet</p> <p><u>WALT</u>: design appealing products based on design criteria. <u>WALT</u>: generate, develop, model and communicate ideas through talking and drawing. <u>WALT</u>: select from a use a range of tools and materials. <u>WALT</u>: evaluate their product against the design criteria.</p>			<p><b>Cooking/ Nutrition</b> Research healthy foods for keeping our bodies healthy in training as astronauts</p> <p><u>WALT</u>: design purposeful, functional, appealing products for other users based on design criteria. <u>WALT</u>: generate, develop, model and communicate their ideas through talking and drawing. <u>WALT</u>: cut, peel, or grate ingredients safely, hygienically and give opportunities to do this independently. <u>WALT</u>: measure or weigh using measuring cups or electronic scales. <u>WALT</u>: assemble or cook ingredients such as baking. <u>WALT</u>: explore and evaluate a range of existing products. <u>WALT</u>: evaluate their ideas and products against design criteria.</p>	<p><b>Structures</b> Research castle structures and create our own</p> <p><u>WALT</u>: design products that have a clear purpose and an intended user. <u>WALT</u>: build structures, exploring how they can be made stronger, stiffer, and more stable. <u>WALT</u>: develop their ideas through talk and drawings and label parts. <u>WALT</u>: make templates and mock ups of their ideas in card and paper or using ICT. <u>WALT</u>: evaluate their work against their design criteria.</p>

PE	<p>Real PE, Unit 1, co-ordination and footwork and static balance personal</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.</p> <p>I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely.</p>	<p>Real PE, Unit 2, dynamic balance and static balance Social Invasion games</p> <p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully to them about our work.</p> <p>I can help, praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing.</p>	<p>Real PE, Unit 3 Dynamic balance and static balance Cognitive Gymnastics</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can begin to order instructions movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and difficulties in performance.</p> <p>I can name some things I am good at.</p> <p>I can understand and follow simple rules. -</p>	<p>Real PE, Unit 4 Co-ordination and counter balance Creative Ball skills</p> <p>I can recognise similarities and differences in movements and expression.</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks.</p> <p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can explore and describe different movements.</p>	<p>Real PE, Unit 5 Co-ordination. and agility physical Striking and fielding</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p> <p>I can perform a sequence of movements with some changes in the level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement together.</p> <p>I can perform a single skill or movement with some control.</p>	<p>Real PE, Unit 6 Athletics (sports day)</p> <p>I can explain why we need to warm and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>I use equipment appropriately, move, and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I am aware of why exercise is important for good health.</p> <p>Jelly fish Dance</p>
Music	<p>Charranga, Unit 1 Hands, Feet, Heart</p> <p>Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>African Dance - perform dances using simple movement patterns.</p>	<p>Charranga, Unit 2 Ho ho ho</p> <p>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>Charranga, Unit 3 I Wanna Play In A Band</p> <p>Listen &amp; Appraise (descriptions for all strands as above)</p> <p>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>Charranga, Unit 4 Spring 2 - Zoo time</p> <p>Listen &amp; Appraise (descriptions for all strands as above)</p> <p>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>Charranga, Unit 5 Friendship Song</p> <p>Listen &amp; Appraise (descriptions for all strands as above)</p> <p>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>Charranga, Unit 6 Replay, Reflect and Rewind</p> <p>Listen &amp; Appraise (descriptions for all strands as above)</p> <p>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>
RE	<p>Christianity</p> <p>What did Jesus teach?</p> <p>Is it possible to be kind to everyone all the time?</p>	<p>Christianity</p> <p>Incarnation</p> <p>Christmas - Jesus as a gift from God.</p> <p>Why do Christians believe God gave Jesus tom the world?</p>	<p>Islam</p> <p>Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Christianity</p> <p>Easter - Resurrection</p> <p>Salvation</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Islam</p> <p>Community and belonging</p> <p>Does going to a mosque give Muslims sense of belonging?</p>	<p>Islam</p> <p>Hajj</p> <p>Does completing Hajj a Muslim a better person?</p>
Trips / Experiences / Provision ideas	<p>Create a fire collage</p> <p>Label UK cities and towns including Barnsley</p> <p>Write a post card about your trip</p> <p>Write a list of what you might pack</p>	<p>Christmas Play</p> <p>Pantomime or cinema trip</p> <p>Programming</p> <p>Show and tell your favourite toy</p>	<p>Space Day (KS1)</p>	<p>World Book Day</p> <p>Litter pick of our local area</p>	<p>South American day - a day of exploration of South American culture</p>	