

	<u>Autumn 1</u> The Great Fire of London	<u>Autumn 2</u> All Aboard!	<u>Spring 1</u> Polar Adventures	<u>Spring 2</u> Land Ahoy!	<u>Summer 1</u> Heroes and Superheroes	<u>Summer 2</u> Hola Mexico!
Trips	The Neasden Mandir		Natural History Museum at Tring		Superhero Workshop	Legoland
English	<p>Poetry- - The children discuss their favourite lines from poems, recognising simple rhythm and rhyme. - Discuss vocabulary choices. - work towards class performances of the poems.</p> <p>Diary Entries - The children will learn about the features of diary entries by studying the diary of Samuel Pepys - They will write their own diaries from the perspective of a child alive during the GFoL</p> <p>Explanation Texts- 'Why did the fire spread so quickly?' - Compare different sources of non-fiction texts. Identifying and using different features of information texts to create their own on explanation text on the GFoL.</p>	<p>Book Study Unit: 'Dogs in Space: The story of Belka and Strelka'</p> <p>Newspaper Reports - Children use the text to create their own newspaper reports on the journey of the dogs to space. - Children make use of role playing and drama activities to support their understanding of the features of newspapers. - Write news report on the Wright Brother's first flight.</p> <p>Fiction: Book Study - Children use information gathered from the text to retell the story from a first person perspective.</p>	<p>Diary Entries - The children will recap what they have learned about diary entries from their previous topic. - They will write their own diaries from the perspective of one of Captain Scott's men.</p> <p>Recounts Children write a recount of their school trip to the Natural History Museum at Tring.</p> <p>Explanation Texts How do _____ survive in the Arctic/Antarctic? Use non-fiction features to create an explanation text based on an animal from the polar regions.</p>	<p>Book Study Unit: 'The Pirates Next Door'</p> <p>Writing Letters Look at features of letter writing- both formal and informal. -Use the story as inspiration to write their own formal letters to the council as one of the book characters. - Write an informal letter imagining they are a pirate at sea.</p> <p>Non-chronological Reports Use a range of non-fiction features to create a non-chronological report based on pirates.</p> <p>Fiction: Book Study Children use the information from the story to create a sequel story involving the main characters from the book.</p>	<p>Instructions- Children look at a range of different instructions. Use their knowledge to write a recipe for a healthy superhero meal (links with D&T) Children create a set of instructions for washing your hands.</p> <p>Non-chronological Reports Using the features of non-fiction writing the children explore non-chronological reports on superheroes and build up to writing a report on their own superhero.</p> <p>Fiction Children use their understanding of the features of narrative writing to create their own Superhero Stories using their invented superhero and villains.</p>	<p>Writing Letters Children revise the features of letter writing to reply to a letter written by a child living in Mexico.</p> <p>Fiction: Book Study: 'It was a Dark and Stormy Night' - Use the text to explore the conventions of the genre. - Children create their own adventure stories.</p> <p>Poetry - Children continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. - Create their own poems using similes, repetition, rhyme and rhythm.</p>
Maths	<p>Number and Place Value - Read and write numbers to 20 in numerals and words - Count (forwards and backwards) read and write numbers to 100 in numerals. - Understand the value of each number in a two-digit number. - Identify and represent numbers using objects and</p>	<p>Number and Place Value - Read and write numbers to 100 in numerals and words. - Understand the value of each number in a two-digit number. - Partitioning two-digit numbers in different ways. - Count in steps of 2, 3 & 5 from 0 - Count in steps of 10 from any number, forwards</p>	<p>Multiplication and Division - Solve multiplication problems using repeated addition. - Solve division problems using grouping and sharing. - Multiplication facts for the 2, 3, 5 and 10 times tables. - Division facts for the 2, 3, 5 and 10 times tables. - Understand the commutative rule.</p>	<p>Measurement <i>Mass, capacity, temperature and length:</i> - Reading and using scales (cm/m, l, ml and kg/g, °C) - Comparing measures</p> <p>Fractions: $\frac{1}{4}$ $\frac{1}{3}$, $\frac{1}{2}$ $\frac{3}{4}$ - Understand that all parts of a fraction are equal. - Finding fractions of amounts and</p>	<p>Revision Unit - Revision for SATs based on teacher assessment of pupils' needs. - Reasoning and problem solving. - Mental arithmetic strategies.</p>	<p>Consolidation - Consolidation of the Year 2 objectives based on teacher assessments. - Maths investigations and problem solving. - Efficient methods and working systematically. - Developing reasoning and explanations. - Real life mathematics.</p>

	<p>pictorial representations including the number line, and use the language: equal to, more than, less than, most, least</p> <p><u>Addition & Subtraction</u></p> <ul style="list-style-type: none"> - Consolidate number facts to 20. - Identify one more or one less than a number. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - Count in multiples of twos, fives and tens - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Recognise and use language relating to dates, including days of the week, weeks, months and years 	<p>and backwards.</p> <ul style="list-style-type: none"> - Understanding odd and even numbers. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> - Use addition and subtraction facts to 20 and derive and use related facts to 100. - To add and subtract one- and two-digit numbers to 100. - To solve problems involving addition and subtraction <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Draw 2d shapes - Identify 2D shapes - Give properties of common 2D shapes - Lines of symmetry - Identify 3D shapes and their properties. - Compare and sort 2D and 3D shapes. 	<p><u>Measurement</u></p> <p><i>Money:</i></p> <ul style="list-style-type: none"> - Recognise coins. - Add and subtract amounts. - Solve problems in a practical context including finding change. <p><u>Statistics</u></p> <ul style="list-style-type: none"> - Bar charts, tallies, pictograms - Interpret and construct graphs & charts - Sorting and comparing data 	<p>shapes</p> <ul style="list-style-type: none"> - Recognise equivalent fraction $\frac{1}{2} = \frac{2}{4}$ - Comparing fractions <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Telling the time including quarter past/ quarter to, half past and o'clock - Knowing number of seconds in a minute, minutes in an hour and hours in a day - Telling the time to 5 minute intervals - Ordering and comparing times <p><u>Position & Direction:</u></p> <ul style="list-style-type: none"> - Clockwise and anti-clockwise and rotations as turns - Using vocabulary to describe position and movement 		
Science	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Identify and compare everyday materials, e.g. wood, metal, plastic, glass, brick, stone, clay, paper, rock, cardboard etc. - Understand and suggest different possible uses for each material. - To know that some materials may have more than one use. - To suggest why a material is appropriate for particular uses. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Find out how shapes of solid objects can be changed by squashing, twisting, bending and stretching. - Investigate how materials go through irreversible changes and what materials experience reversible changes. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - Identify living things and their habitats. - Describe how these habitats provide the basic need for the animals and plants. - Identify and name a variety of plants and animals. - Understand simple food chains and name different sources of food. 	<p>Animals including humans</p> <ul style="list-style-type: none"> - Know that animals have offspring, and these grow into adults. - Find out about the basic needs of animals for survival. - Look after chicks, use to understand life-cycles and basic reproduction/growth. - Know and understand the importance of 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> - Habitats and microhabitats. - Identify and name a variety of plants and animals across different habitats. - Explore and compare living things, things that once lived and things that have never lived. 	<p>Plants</p> <ul style="list-style-type: none"> - To observe how plants and seeds grow into mature plants. - Know and be able to name a plant's requirements for survival. - Record observations of seeds and bulbs over different stages of growth.

	- To know and find out about inventors.			exercise, healthy eating and good hygiene.		
Computing	<p><u>E-Safety</u> Staying safe on the internet. Learning and understanding the schools E-Safety policy.</p>	<p><u>Using Technology Purposefully</u> Use computer programmes such as Word and PowerPoint to present information.</p> <p>Understanding the use of the spell check function, how to add punctuation and copy and paste text/pictures. <u>E-safety</u> <u>Emailing as a class</u> Recognise an email address. Find the @ key on the keyboard. Contribute to a class email. Open and select to reply to an email as a class. Understand online risks and the age rule for sites E-safety.</p>	<p><u>Coding</u> <u>Predicting behaviour and using repeat command</u> Specify the nature of events (such as a single event or a loop)</p> <p>Specify user inputs (such as clicks) to control events. Editing and debugging instructions.</p> <p><u>Coding</u> <u>Using programs to recreate shapes</u> Control when drawings appear and set the pen colour, size and shape Generate a sequence of instructions including 'right angle' turns. Create a sequence of instructions to generate simple geometric shapes (oblong/ square) Discuss how to improve/ change their sequence of commands.</p>	<p><u>Learning about development of world wide web</u> <u>Creating an online presentation</u> To explore the variety of ways we can use computers. To understand how to create an animation. To film a short video</p>	<p><u>Using Technology Purposefully</u> To understand what makes a good photo and experiment with editing our own photos to create a desired effect.</p>	<p><u>Coding</u> <u>Predicting behaviour</u> - To make alterations to my sprite. - To use the repeat function effectively - To use a variety of coding functions to create a game.</p>
History	<p><u>Great Fire of London: Events Beyond Living Memory</u> - To know the events leading up to and during the Great Fire of London. - To be able to explain how the fire started and why it spread so quickly.</p>	<p><u>Travel Now and Then: Changes within living memory</u> - Examine different forms of transport. - Understand how transport has changed over time - Begin to develop a chronology of automobiles,</p>			<p><u>Real Life Heroes</u> - Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements. - Children to compare aspects of life in different periods. - Children will learn</p>	

	<ul style="list-style-type: none"> - To know the difference between Primary and secondary sources and give an example of each. - Be able to place The Great Fire in a chronological sequence. - To know what the impact of the fire was on the future building materials used in London. 	<p>trains and space travel.</p> <ul style="list-style-type: none"> - Explore the history of space travel and significant events. 			<p>to locate events on a timeline and describe key events in the life of a significant person.</p> <ul style="list-style-type: none"> - Children will discuss the challenges these individuals faced. - Children will look at significant historical events, people and places in their own locality - Children will think about the reasons for and against an innovative idea 	
<p>Geography</p>			<p><u>The Polar Regions (Hot & Cold Places)</u></p> <ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map (<i>Map Skills</i>) - Recognise the features of a hot and a cold place (<i>Physical Geography</i>) Explore a hot or cold place. -Identify the animals that live in hot and cold places and recognise how they adapt. -Describe an animal that lives in a hot or cold place. -Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place. 	<p><u>Around the World (Continents & Oceans)</u></p> <ul style="list-style-type: none"> - To be able to name and locate the world's seven continents and five ocean (<i>Map Skills + Locational Knowledge</i>) - Name and locate the Equator, Northern Hemisphere and the Southern Hemisphere (<i>Place Knowledge</i>) - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (<i>Human & Physical Geography</i>) - Use world maps, atlases and globes (<i>Map Skills</i>) 		<p><u>Contrasting Locality (Mugurameno Village)</u></p> <ul style="list-style-type: none"> -Locate Muguramero Village on a map (<i>Map Skills + Locational Knowledge</i>) - Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (<i>Human & Physical Geography</i>) - To know the difference between life in London and life in a rural African village (<i>Human & Physical Geography</i>) - 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 <i>(Human & Physical Geography)</i>
Art	<p>Materials</p> <ul style="list-style-type: none"> - Show pattern and texture by adding dots and lines. - Use shading to show light and shadow. - Use different grades of pencils to show line, tone and texture. - Using a range of materials creatively. - Experimenting with different mediums (pastels, chalks, charcoal) 		<p>Artist Study: Van Gogh</p> <ul style="list-style-type: none"> - The children will study the work of Van Gogh- by asking and answering questions. - Understand Van Gogh's techniques and learn how to apply these to our own pieces. - Build up to creating a Van Gogh inspired representation of the Northern Lights. 			<p>Artist Study: Frida Kahlo</p> <ul style="list-style-type: none"> - We will look at the life and works of Frida Kahlo. - The children will focus on a variety of her different painting and share their different responses to the paintings. - We will look at how to draw realistic faces using this knowledge to create our own Frida Kahlo inspired portraits.
D&T		<p>Making a Boat</p> <ul style="list-style-type: none"> - To apply knowledge of our science topic to design and create our own floating boats. - We will test and evaluate our final products to decide how we could improve next time. 		<p>Design and make Pirate Flag</p> <ul style="list-style-type: none"> - 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>Healthy Recipes</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - children will design and create their own healthy recipes - select from and use a range of cooking tools and equipment to perform practical tasks. Including: mixing and chopping, mashing. 	
PE	<p>Games - GSFS Throwing and catching</p> <p>Gymnastics Balance</p>	<p>Dance - GSFS <i>Communicate different moods, feelings and ideas</i></p> <p>Games Dribbling</p>	<p>Gymnastics - GSFS <i>Parts high and low</i></p> <p>Gymnastics Spinning and turning</p>	<p>Ball skills - GSFS</p> <p>Games Sending skills</p>	<p>Games – GSFS <i>Net and wall games</i></p> <p>Dance <i>Exploring Patterns and pathways; Developing a repertoire</i></p>	<p>Games – GSFS <i>Striking and fielding</i></p> <p>Dance <i>Summer festivals Latin dances (10)</i></p>
Music	Charanga: Hands, Feet, Heart	Charanga: Ho Ho Ho	Charanga: Zootime - I can use a variety of instruments to	Charanga: I wanna Play in a Band	Charanga: Weather Song	Charanga: Reflect, Rewind and Replay

	<ul style="list-style-type: none"> -using body percussion to create rhythm - To perform rhythmical patterns and accompaniments, keeping a steady pulse. 	<ul style="list-style-type: none"> - Use voices expressively and creatively. - I can listen and respond to a range of songs 	<p>follow a rhythm</p> <ul style="list-style-type: none"> - To create improvisations following onto the rhythm of a song. 	<ul style="list-style-type: none"> - to work as a group to create a composition - To think about others while performing 	<ul style="list-style-type: none"> - To begin to explore and choose and order sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> - To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.
RE	<p>Hinduism and Sikhism</p> <p>Focus: Divali</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> -that during Divali, Hindus retell the stories of Rama and Sita. - that light is associated with good. -how ordinary people’s small actions can make them ‘heroes’ in daily life. - that for Sikh faith, the Divali lights are a symbol of a struggle for religious freedom and bravery. 	<p>Judaism</p> <p>Focus: Hanukkah</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how lights and candles are often used in celebrations and festivals. - the key features of the story of Hannukkah. - the meaning of the traditional Hanukkah symbols. 	<p>Islam</p> <p>Focus: Ramadan & Idul-Fitr</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - the importance of the Qur’an as the Muslim holy book. - why Muslims fast during the daylight hours in the month of Ramadan. - how Id-ul-Fitr marks the end of the Ramadan and is a happy time. 	<p>Christianity</p> <p>Focus: Easter</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how some objects help recall events from the life of Jesus. - for Christians, Easter is a time of hope, new beginnings & new life. - Symbols, help many Christians to remember Jesus & the first Easter. 	<p>Christianity</p> <p>Focus: Growing up in a Christian Family</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how some Christians baptise their congregation as a sign of welcoming them in to the Church. - the symbolism of the cross and the candle in baptism. - we learn how to behave from the groups we belong to. 	<p>RE and Ethics</p> <p>The big question:</p> <p>What does religion teach us about how to treat each other?</p>
PSHE	<p>New Beginnings</p> <p>To agree and follow rules for their group and classroom, and to understand how rules help them. To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. To contribute to the life of the class and school. Talk about new experiences with others. Talk about some things of personal interest. How to identify their strengths and what they are good at. To identify and talk about their feelings To resolve arguments</p>	<p>Managing Feelings: Getting On and Falling Out.</p> <p>To recognise, name and deal with feelings in a positive way. To recognise choices they can make and recognise the difference between right and wrong. To recognise how their behaviour affects others. To listen to others, and play and work cooperatively. To identify and respect the differences and similarities between people. Recognise what</p>	<p>Indoors and Outdoors</p> <p>To recognise how to keep safe in the home, including fire safety Ways to keep safe outside To understand the importance of road safety</p> <p><i>(Islington p 112-117)</i></p>	<p>Rights and responsibilities (Link to Animals and Us/Children’s rights-human’s rights)</p> <p>To take part in discussions with one other person and the whole class To understand how rules help them. Think about the process of growing from young to old and how people’s needs change. To be able to identify positive and negative aspects about taking on a responsibility.</p>	<p>Choices: What Keeps Me Healthy?</p> <p>To recognise what they like and dislike. To share opinions on things that matters to them and explain their views. To recognise choices they can make. To understand how to make simple choices that improves their health and well-being. To maintain personal hygiene To appreciate rules for and ways of keeping safe and about people who can help them to stay safe</p>	<p>RSE</p> <p>To understand and respect differences and similarities between boys and girls. To explore some of the differences between males and females and to understand how this is part of the life cycle. To recognise that we grow from young to old and that we are continually growing and changing To appreciate that everyone needs to be cared for To know different types of family and recognise how home-life is special</p>



		bullying is Understand choices and consequences				
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