

Autumn	Spring	Summer
English		
<p>Wild – Emily Hughes Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) Writing recounts. Non-fiction text types such as instructions and non – chronological text’s on how to plant seeds or look after a garden (use of time connectives and suffixes less, ment and ful) Poetry reading and performing.</p> <p>The man on the moon/Bob and the moon tree mystery – Simon Bartram Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) Writing diary entries.</p> <p>Space poems - G Morgan Poetry and grammar (similes and adjective work)</p> <p>Poo in the zoo Poetry and grammar (similes and adjective work) Writing diary entries.</p>	<p>Traction Man – Mini grey Writing character descriptions as fictional text types (conjunctions, sentences types, noun phrases) Writing instructions (time connectives, noun phrases and imperative verbs).</p> <p>Little Evie in the wild wood – Jackie Morris Describing characters and settings. Writing narratives. Grammar (conjunctions, sentences types, noun phrases. Use past and present correctly. Writing diaries. Using subordination (when, if, that, because)</p> <p>The three little wolves and the big bad pig. Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) Writing recounts.</p> <p>The day the crayons quit. Writing diary entries. Grammar (conjunctions, sentences types, noun phrases)</p>	<p>Mufaro’s beautiful daughters Writing character descriptions as fictional text types (conjunctions, sentences types, noun phrases) Writing instructions (time connectives, noun phrases and imperative verbs).</p> <p>The great dragon rescue Non-fiction text types such as instructions and non – chronological text’s on how to plant seeds or look after a garden (use of time connectives and suffixes less, ment and ful) Poetry reading and performing.</p> <p>Lyla and the secret of the rain Describing characters and settings. Writing stories. Grammar (conjunctions, sentences types, noun phrases) Writing recounts and tales from other cultures.</p>

	Letters of complaint – Spelling common exception words, conjunctions, time connectives and noun phrases.	
Maths		
Number and Place Value Addition and Subtraction Geometry: 2D and 3D shape Multiplication and Division Measures: Length Measures: Weight Measures: Money Measures: Time Statistics	Number and Place Value Measures: Money Measures: Time Geometry: 2D and 3D shape Multiplication and Division Fractions Statistics Addition and subtraction Measures: Weight	Number and Place Value Addition and Subtraction Measures: Capacity/Temperature/Volume Geometry: Position and Direction Geometry: 2D and 3D shape Measures: Time Multiplication and Division Statistics Measures: Money

Science		
<p>Living Things, Habitats, Life cycles and healthy eating.</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats which provide their basic needs • Identify how animals and plants depend on each other • Identify and name a variety of plants and animals in their habitats • Describe how animals obtain their food from plants and other animals • Identify and name different sources of food. • Ask simple questions about living/non-living specimens and recognise that they can be answered in different ways. • Identify and classify specimens into alive, once alive, not alive • Make close observations of plants and animals in a range of habitats. • Identify and label lifecycles of living things. • Identify what is alive, what is dead and what has never been alive. • Discuss and identify what is needed to lead a healthy lifestyle. 	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> • Identifying and comparing the suitability of materials. • Identify that some materials can be changed by squashing, bending, twisting and stretching • Identify materials and classify by their uses. • Performing simple tests to find the most suitable material for a raincoat • Gathering and recording data to help find the most suitable material for a raincoat <p>Asking simple questions about the best way to reuse materials and recognise that this question can be answered in different ways.</p> <p>Animals and Other Humans</p> <ul style="list-style-type: none"> • Understand that animals have offspring which grow into adults • Describe the basic needs of animals for survival • Understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Plants, seasonal and daily weather patterns (what plants need to grow)</p> <ul style="list-style-type: none"> • Gather and record data to find the conditions needed for germination • Examine different plants and vegetation in different countries comparing the weather of the countries each time. • Plant our own seeds discussing and researching which area of school is best to grow them in. • Examine seeds and inside of seeds/bulbs with magnifying glass • Identifying and classifying plants in the local environment

	<ul style="list-style-type: none"> • Asking simple questions about hygiene and recognising that can be answered in different ways. • Performing simple tests to find the effective means of washing • Using observations to answer questions about the most effective means of washing • Identifying and classifying behaviours of adults, children and babies • Identifying and classifying different kinds of food 	
I.C.T		
<p>Internet Safety Common uses of technology Use technology safely Identify where to go for help. Multimedia Create, organise, manipulate and retrieve digital content</p>	<p>Programming algorithms create and debug simple programs predict the behaviour of simple programs</p> <p>Using Data Store and retrieve data</p>	<p>Digital Literacy Create, organise, manipulate and retrieve digital content Use technology safely Identify where to go for help.</p>

	Recognise different kinds of information (photo, chart, etc) Represent information in different ways	
History		
<p>Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> • Changes in hospitals from then and present day. • Reasons for germs spreading. • Answer questions about the events. • Order events that occurred during the time of F & M. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Changes in houses from 1666-present day. • Reasons for fire spreading. • Answer questions about the event. • Order events that occurred during the Great Fire of London. • Eyewitness account-Samuel Pepys' diary. 	<p>History of our local area: Sutton Mill</p> <ul style="list-style-type: none"> • The history of Sutton Mill • Walk around the site of where the Mill was • Exploring aspects such as street names • Exploring its purpose and impact on life in Sutton today.
Geography		
<p><u>View from Space</u></p> <ul style="list-style-type: none"> • 7 continents and 5 oceans. 	<p><u>Local Area</u></p> <ul style="list-style-type: none"> • Devise simple maps/plan perspective • Use basic map symbols • Routes on a map 	<p><u>Kenya</u></p> <ul style="list-style-type: none"> • Locate on a map • Contrast to local area • Vegetation • Weather/seasons

<ul style="list-style-type: none"> • Aerial photographs- landmarks, physical and human features • 3d/2d world maps 	<ul style="list-style-type: none"> • Human and physical features near school • Fieldwork 	<ul style="list-style-type: none"> • Human and physical features
<p>PSHCE / SEAL</p>		
<p>SEAL UNIT – NEW BEGINNINGS / GOING FOR GOALS (2 YR CYCLE) Intrapersonal skills – setting challenging personal goal. Resilience</p> <p>Healthy Eating keeping physically safe different influences on health and well-being.</p>	<p>BE ME /GETTING ON & FALLING OUT (2 YR CYCLE) Learning and developing the interpersonal skills Considering self-regulation Learning how to develop and maintain a variety of healthy relationships within a range of contexts.</p> <p>Animals and Us rights and responsibilities as families and citizens, Role in families, communities and wider world.</p>	<p>RELATIONSHIPS (2 YR CYCLE) critical self-reflection learning how to manage emotions within relationships thinking about equality and diversity in relationships how to manage change including transition.</p> <p>Me and my relationships learning about listening healthy relationships and friendships negative relationships, including bullying behaviour.</p>

Religious Education		
<p>Believing To have an understanding of how Jewish people express their beliefs in practice:</p> <ul style="list-style-type: none"> • Shabbat • Mezuzah • Passover <p>Leaders and Teachers To have an understanding and knowledge of figures who have an influence on others locally, nationally and globally in religion: Stories of Abraham, Isaac, Jacob, Joseph and Moses</p>	<p>Symbols To have an understanding why symbols express religious meaning:</p> <ul style="list-style-type: none"> • Synagogues and Jewish symbolism in the synagogue • How the Torah scroll is used and stored – all of which is symbolic practice for Jews <p>Celebrations To develop an understanding of how and why celebrations are important in religion</p> <ul style="list-style-type: none"> • Religious festivals <p>Jewish Festivals</p> <ul style="list-style-type: none"> • Purim • Hanukkah 	<p>Stories: Why did Jesus tell stories? To have an understanding of how and why some stories are sacred and important in religion. Parables:</p> <ul style="list-style-type: none"> • The Lost sheep • The lost coin • Wise and foolish man • Good Samaritan <p>Believing: what people believe about God, humanity and the natural world Ask questions about life and God. To try to understand difficult questions that there may not be a definite answer to.</p>
P.E		
<p>Games: basic movements (running, jumping, throwing and catching) apply these in a range of team and competitive activities.</p>	<p>Games: basic movements (running, jumping, throwing and catching) apply these in a range of team and competitive activities.</p>	<p>Games: basic movements (running, jumping, throwing and catching) apply these in a range of team and competitive activities.</p>

<p>Develop tactics for attacking and defending.</p> <p>Dance: Develop balance, agility and co-ordination. Perform dances using simple movement patterns Recognise their own success. Have the strength, stamina and suppleness to use these skills.</p>	<p>Develop tactics for attacking and defending.</p> <p>Movement: basic movements (running and jumping, balance, agility and co-ordination.) Create simple movement patterns Recognise their own success. Have the strength, stamina and suppleness to use these skills.</p>	<p>Develop tactics for attacking and defending.</p> <p>Gymnastics: basic movements (running and jumping, balance, agility and co-ordination.) Create simple movement patterns Recognise their own success. Have the strength, stamina and suppleness to use these skills.</p>
<h2>Music</h2>		
<p>Hands, Feet, Heart (Charanga) AUTUMN</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Christmas Performance</p>	<p>(Charanga) SPRING</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically 	<p>Music linked with MFL</p> <p>Charanga - SUMMER</p> <ul style="list-style-type: none"> • Children listen, learn and sing songs linked to French and Spanish.

<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes 		
<p>Art</p>		
<p>Floral art Use a range of materials creatively to create floral paintings and models.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Claude Monet – Waterlilies. Christmas printing and painting.</p>	<p>Fire inspired art</p> <p>Dancing fire VI</p> <p>Frosted fire by Irina Sztukowski.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>African art and sculpture.</p> <p>Creating and modelling various mediums of art inspired by African art and sculpture. Appreciate and imitate work of African artists and designers Martin Bulinya and Angu Walters. Use of different mediums to create shape and bright bold colour combinations to desired effect.</p>
<p>Design Technology</p>		
<p>The man on the moon Design and make a spaceship or lunar vehicle (junk modelling). Make templates and mock drawings Use a range of tools and equipment Select and use materials. Explore and evaluate existing products</p>	<p>Mothers-day cards Design products Make templates and mock drawings Use a range of tools and equipment Use a running stitch to complete basic applique work.</p> <p>Cooking – Little red riding hood</p>	<p>Kenya & Africa Cooking/Baking linked to Kenyan food Peppermint creams How to use equipment and ingredients safely and effectively. How to follow instructions (links to theme). African printing and clay/model</p>

Year Group - 2

Teachers – Miss James/Miss Page

2018-19

<p>Evaluate their ideas and products against design criteria.</p>	<p>Healthy and varied diet Prepare dishes Understand where food comes from ,Make dishes from 'Granny's Kitchen.'</p>	<p>work on the big 5 animals of Kenya – inspired by famous sculptors.</p>
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