



<u>Term & Values</u>	<u>Autumn 1</u> Friendship	<u>Autumn 2</u> Compassion	<u>Spring 1</u> Generosity	<u>Spring 2</u> Forgiveness	<u>Summer 1</u> Justice	<u>Summer 2</u> Courage
Topic Theme	Flight	Wonderful Weather	Explorers	Animal Magic	Secret Agents	Sensational Safari
History / Geography	<p>Flight</p> <p>History (events beyond living memory that are significant globally e.g. the first aeroplane flight and the lives of significant individuals e.g. the Wright brothers) Significant locally - Bournemouth aviation museum & Rolls drive (Rolls Royce engine)</p>	<p>Meteorologists</p> <p>Geography (name, locate & identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas). A weather study of UK identify seasonal and daily weather patterns. Exploring simple weather instruments and creating a class weather station & chart. This topic will also touch locational knowledge e.g. Name and locate world's 7 continents and 5 oceans.</p>	<p>Explorers</p> <p>History (Lives of significant individuals in the past who have contributed to national and international achievements – compare aspects of life in different periods) Scott & Shackleton //+ modern explorer Ellen Macarthur (local sailing link) Geography the unit of explorers also includes hot and cold areas of the world in relation to the equator and the North & South Poles</p>	<p>Animal Magic</p> <p>This unit will focus on British Birds and their habitats. Geography - key physical features of habitats for birds-this topic will also touch locational knowledge e.g. Name and locate world's 7 continents and 5 oceans.</p>		<p>Investigating our world with a special focus on Kenya</p> <p>Geography (understand geographical similarities through studying the human and physical geography of a small area of the UK, & of a small area in a contrasting non-European country)</p>
Entry Point/visits/enrichment	<p>Brilliant Beginning: For our entry point we will visit the Bournemouth Aviation Museum</p> <p>Fantastic Finale: For our exit point we will have a paper aeroplane competition.</p>	<p>Brilliant Beginning: For our entry point we will make a copy of the uk in the hall using a long rope and try and place where we live, where we would like to go and where London is. We will the look at a map to see if we were right. For our entry point we will make a weather station e.g. rain gauge, wind sock and barometer and sun stick. We will put this in the school grounds and make a map to find where it is.</p> <p>Fantastic Finale: Separate to our topic we will perform the Nativity in the Priory Church, taking a trip there to explore our local history and what is on our doorstep.</p>	<p>Brilliant Beginning: For our entry point we will interview and meet Scott (Hotseating Teacher/TA). What do we want to find out?</p> <p>Fantastic Finale: We will dress up for the afternoon as Arctic explorers and recreate the hauling the sled scene.</p>	<p>Brilliant Beginning: Invite Creature Teacher into school.</p> <p>Fantastic Finale: For our exit point we will hold an exhibition in the classroom to show our clay animals in their habitats.</p>	<p>Brilliant Beginning: We will make Secret Agent ID badges and go on a secret training mission around school.</p> <p>Fantastic Finale: For our fantastic finale we make healthy sandwich snack for a secret agent.</p>	<p>Brilliant Beginning: For our entry point we will have an African story telling and music workshop.</p> <p>Fantastic Finale: For our fantastic finale we will go to Monkey World.</p>

<p>Art / D&T</p>	<p>D&T – Construction and Movement</p> <p><i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p> <p>Aeroplane construction using cardboard and paper.</p>		<p>Art – Portraits</p> <p><i>To use a range of materials creatively to design and make products. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p>- Giuseppe Arcimboldo- abstract portraits/ natural resource portraits (fruit & vegetables) - Picasso- colours to portray emotions in a portrait - Paul Klee- line drawings and watercolour backgrounds</p> <p><u>Focus Artist:</u> Giuseppe Arcimboldo/ Picasso/ Paul Klee</p>		<p>D&T – Mechanisms</p> <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</i></p> <p>Make a Polar exploration buggy</p> <p>Movement and Mechanisms Using wheels and fixed axles, make a moving vehicle .</p>		<p>Art – Earth/Animal Art and Sculptures <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>In this unit we will focus on 3D Art and using natural resources.</p> <ul style="list-style-type: none"> - Painting on rocks - Stick sculptures - Stick photo frames - Natural colour palette -Owl sculptures-clay -Cuckoo masks -Making habitats for birds (nests) 		<p>D&T – Food technology</p> <p>Cooking & Nutrition</p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from and classify and group food stuffs.</i></p> <p><i>Use simple tools to cut, squeeze and mix ingredients.</i></p> <p><i>Measure and weigh ingredients.</i></p> <p><i>Read and interpret basic nutrition information on food packaging when making choices, eg: using the traffic light system.</i></p> <p><i>Use vocabulary to describe the appearance, smell, taste, texture, etc.</i></p> <p>Design and Make Bread (linked to food from around the world).</p>		<p>African Art</p> <p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i></p> <ul style="list-style-type: none"> ● Shapes, colours and patterns- paint/draw pattern strips ● African masks- draw & design. ● African masks- cardboard, paint & craft materials ● African sunsets & silhouettes- layered tissue paper ● African water jars- clay work. 	
<p>Literacy Text and plot pattern and writer toolkit</p>	<p><i>The way back home by O. Jeffers</i></p> <p>Genre Journey Story</p>	<p><i>A recount based on the text 'Whatever Next'</i></p> <p>Genre Recount</p>	<p><i>Billy the brave knight</i></p> <p>Genre Overcoming the baddie</p>	<p><i>How to trap a troll/goblin</i></p> <p>Genre Instructions</p>	<p><i>The papaya that spoke</i></p> <p>Genre Cumulative tale</p>	<p><i>Polar bears</i></p> <p>Genre Non chron report</p>	<p><i>Owl Babies</i></p> <p>Genre Information leaflets about owls/reports</p>	<p><i>Where the wild things are</i></p> <p>Genre Warning story</p>	<p>SATS preparation & building evidence bank</p> <p><i>Character description based on the Twits</i></p> <p><i>Nocturnal animals report</i></p> <p><i>Letter to an author</i></p> <p><i>Instructions to make a marvellous medicine</i></p>		<p><i>Monkey see, monkey do</i></p> <p>Genre Cumulative tale</p>	<p><i>Monkeys</i></p> <p>Genre Non-Chronological report</p>
<p>Core Reading Spine</p>	<p>Flat Stanley by Jeff Brown The Park by Antony Brown (& other picture books by him) focus author</p>		<p>The Hodgeheg by Dick King-Smith (focus author)</p>		<p>The Famous Five on Treasure Island- Enid Blyton</p>		<p>The owl who was afraid of the dark by Jill Tomlinson Owl Babies</p>		<p>Fantastic Mr Fox by Roald Dahl (focus author)</p>		<p>Handa's Surprise by E. Brown, Amazing Grace by Mary Hoffman Grace and family by Mary Hoffman</p>	
<p>Maths</p>	<p>Numbers to 100 We will learn to count to 100, including counting up in 10s. We will compare numbers using what we know about place value knowledge. We will embed our number bonds and apply them. We will explore numbers to see patterns within 100.</p> <p>Addition and Subtraction We will learn to add and subtract mentally by applying our number bonds diagrams as well as using the standard column method.</p> <p>Multiplication of 2, 5 and 10 We will be using concrete apparatus and images to investigate</p>		<p>Multiplication and Division of 2, 5 and 10 We will learn about both the multiplication and division of 2, 5 and 10. We will look at different ways of sharing, including sharing and grouping before learning about division by 2, 5 and 10. We will also investigate links between multiplication and division and odd and even numbers.</p> <p>Length We will deepen our understanding of how to measure length. We will begin by understanding what a metre</p>		<p>Temperature We will learn to measure temperature. We will learn about celsius, how to read thermometers and we will look at what kinds of temperatures we can measure.</p> <p>Picture Graphs We will learn how to read, interpret, analyse and construct our own picture graphs with confidence.</p> <p>More Word Problems We will be learning to use addition and subtraction to help solve word problems. We will</p>		<p>Two Dimensional Shapes We will be learning about 2-D shapes and their different properties. We will explore how to draw shapes, make patterns with shapes and turn shapes using familiar language. We will be identifying sides of shapes and their vertices before moving on to lines of symmetry. We will recreate shapes using blocks and sorting the basic shapes before we learn to draw shapes using square grids and dot grids.</p> <p>Three Dimensional Shapes Following on from our learning about 2D shapes, we will be learning to recognise, describe and group 3-D</p>		<p>Fractions We will embed our understanding that fractions are equal parts and will focus on halves, quarters and thirds. We will learn to name fractions of the same denominations. We will understand how many quarters, halves and thirds make a whole. We will explore how to order and compare fractions. We will count in fractions and begin to learn how to find fractions of a set of objects or part of a quantity.</p> <p>Time We will learn to tell the time to the nearest 5 minutes on analogue clocks. We will learn how to find the duration of time, the end of a length of time, the</p>		<p>Volume We will learn to compare volumes of containers, measuring in l and ml and solving word problems associated with volume.</p> <p>NB: In order to ensure your child is adequately prepared for the Assessment Tasks (SAT) undertaken in May, the class teacher may teach parts of some chapters at an earlier date.</p>	

	<p>multiplication by 2, 5 and 10. We will learn to look for patterns in multiplication and we will understand the commutative law.</p>	<p>is and what centimetres are and then progress to using them in real-life contexts.</p> <p>Mass We will be learning about mass in the context of kilograms and grams. We will learn how to read scales, to compare the weight of different objects and to solve word problems in the context of mass.</p>	<p>learn to make the decision to use addition and subtraction. We will use the bar models to think about what is the same and what is the difference.</p> <p>Money We will learn to write and count money and we will learn to represent money using £ and p. We will be reinforcing previous counting methods using 5s and 10s to count quickly and efficiently. We will learn to show equal amounts of money and to exchange money. We will solve problems involving money using bar modelling.</p>	<p>shapes, forming structures with them and making patterns using 3-D shapes.</p>	<p>beginning of a length of time and, finally, compare lengths of time.</p>	
Science	<p>Movement (non-statutory)</p> <p>In this unit we will develop investigative skills, such as how far a paper aeroplane can fly? We will learn how to gather and record data to help in answering questions</p>	<p>Everyday Materials</p> <p>We will identify and group everyday materials, and compare their suitability for different uses.</p>	<p>Animals, including Humans (linked to explorers)</p> <ul style="list-style-type: none"> describe the basic needs of animals, including humans for survival (water, food and air) describe the importance of exercise, balanced diet and hygiene for humans the main changes as young animals, including humans, grow into adults 	<p>Living things and Habitats</p> <ul style="list-style-type: none"> identify whether things are alive, dead or have never lived name different plants and animals and describe how they are suited to different habitats describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships 	<p>Plants</p> <ul style="list-style-type: none"> Describe the basic needs of plants for survival and the impact of changing these (water, light and a suitable temperature) <p>Observe and describe the main changes as seeds and bulbs grow into mature plants</p>	<p>The Environment (non-statutory)</p> <p>This Environment Unit introduces children to the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.</p>
Computing	<p>Y2 Online safety</p> <p>We will understand the dangers of sharing personal information online and manage the risks and choices we have when using the internet.</p> <p><u>Key NC Objectives:</u></p> <ul style="list-style-type: none"> ~ To understand that some information is precious/private ~ To understand what personal information is ~ To understand qualities of what makes someone trustworthy <p>Main focus & software:</p> <p>Look at home learning software (google, apps, Education City, Scratch, school website) and making sure we are safe when online</p>	<p>Coding</p> <p>Espresso</p> <p>Skills:</p> <ul style="list-style-type: none"> ~ understand what algorithms are, how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ~ create and debug simple programs ~ use logical reasoning to predict the behaviour of simple programs. 	<p>Digital Literacy Presentation Skills</p> <p>Key NC Objectives:</p> <ul style="list-style-type: none"> ~ use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Main Focus & Software:</p> <p>Use Powerpoint to show how they have made their polar buggy. In Powerpoint, add slides and change layout, add pictures/ clip art, use presentation mode and reorder slides, use notes to aid a presentation.</p>	<p>Google Accounts & Online Safety</p> <ul style="list-style-type: none"> ~ recognise common uses of information technology beyond school. ~ Use technology safely and respectfully, keeping personal information private; identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Computer Science Human Crane & Rapid Router (online programme https://www.codeforlife.education/rapidrouter/)</p> <p><u>Key NC Objectives:</u></p> <ul style="list-style-type: none"> ~ understand what algorithms are ~ how algorithms are implemented ~ programs execute by following precise and unambiguous instructions ~ create and debug simple programs ~ use logical reasoning to predict the behaviour of simple programs <p>Main Focus & Software:</p> <p>Use https://www.codeforlife.education/rapidrouter/ an online coding programme to use code to move objects</p>	<p>Animation</p> <p>Key NC Objectives:</p> <ul style="list-style-type: none"> ~ use technology purposefully to create, organise, store, manipulate and retrieve digital content

R.E.	Living Difference Special Books Key Question: Why do the Jews think the Torah is such a special book? British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.	Understanding Christianity Incarnation (Digging Deeper) Key Question: Why does Christmas matter to Christians? British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.	Living Difference Remembrance Key Question: What are Jews remembering when they celebrate Passover? British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.	Understanding Christianity Salvation (Digging Deeper) Key Question: What is the good news that Jesus brings? Why does Easter matter to Christians? British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.	Discovery RE The Covenant/God Key Question: How special is the relationship Jews/Christians have with God? Key Question: How important is it for Jewish people to do what God asks them to do? British Value: Tolerance of different cultures and religions, mutual respect, individual liberty.	Understanding Christianity Creation (Digging Deeper) Key Question: Who made the World?
Games & P.E.	Year 2 Gymnastics: Linking Locomotion: Dodging	Ball Skills: Hands 1 Gymnastics: Pathways	Ball Skills: Feet Dance: Water	Ball Skills: Hands 2 Dance: Explorers	Locomotion: Jumping Games for understanding	Health and Wellbeing 1 and 2
Music Charanga	Hands, Feet, Heart Style: South African Styles	Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom songs	I Wanna Play In A Band Style: Rock	Zootime Style: Reggae	Friendship song Style: Pop, soul, film, musical	Reflect, Rewind, Replay Style: Western classical music
P.S.H.E Jigsaw Scheme of Work	Being Me in my world British Value: Individual liberty Key Question: How can we make our classroom a safe and Happy place to learn? Heartsmart Get Headsmart	Celebrating difference British Value: Tolerance of different cultures and religions, mutual respect. Key Questions: What assumptions are made about boys and girls? (stereotypes) What is bullying? What can I do? Heartsmart Don't forget to let the love in	Dreams and Goals British Value: Individual liberty. Key Question: How can I achieve my aspirations? How can I work cooperatively with others? Heartsmart Too much selfie isn't healthy	Healthy Me British Value: Individual liberty Key Question: How can I keep myself safe and healthy? Heartsmart Don't rub it in, rub it out.	Relationships British Value: mutual respect Key Question: How are families diverse? Who can I trust? How can I keep myself safe? (physical contact) Heartsmart Fake is a mistake	Changing Me *Please look at revised scheme of work in red folder British Value: Individual liberty Key Questions: How have our bodies changed? (lifecycles) How are boy's body parts different from girls? Headsmart No way through isn't true