

Theme 1 – Autumn 1&2 A Journey Through Time, Time Travelling	
KEY QUESTION:	How does the past affect me?
BOOK HOOKS:	Toby and The Great Fire of London, A Walk in London, The Day the Crayon's Quit, Daisy Saves the Day.
HOME PROJECT & PARENTAL ENGAGEMENT:	1 - Create a family history box, staff to upload theirs to Class Dojo 2 – Interview an older member of your family about their life as a child.
KEY AUTHORS	Tom Percival and Julia Donaldson (reading comprehension focus linked to VIPRS)
MATHS	Place Value Addition and Subtraction Geometry- properties of shape

Key focuses	PSHE	RE	
<p>History: The Great Fire of London, The Plague, Titanic, WW1. Armistice & Remembrances, Victorians.</p> <p>Historical Enquiry: How does learning about the past affect me in 2024? Why is the past important? Further questions: How do we learn about the past? What can we learn from the past? Could that happen again?</p> <p>Key Questions: How does the past affect me?</p> <p>Stimulus: Building Tudor houses, Victorian day, Titanic experience.</p>	<p>Families and Close Positive Relationships R1 – R5 - Roles of people, how do we feel cared for, different types of families, common features of family life.</p> <p>Shared Responsibilities L1 – L3 - What rules are and why they are needed, responsibilities for caring for others, things to look after the environment.</p> <p>Communities L4 – L6 -Different groups we belong to, roles and responsibilities in the community, how are we the same/different.</p> <p>Safety and E-Safety Safe Relationships - R14, R17, R20. How to use the internet - L7 – L9.</p>	<p>Unit 2.3 What Does It Mean to Belong? Retell the story of Jesus being baptised in the river Jordan. Suggest some reasons why it matters to people to belong to groups and communities. Ask questions about Christenings and Believer's Baptism for themselves. Recount how a baby or young adult is welcomed into the Christian community. Express an idea of their own about belonging to God – is this important? For Christians? Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p> <p>Year 2 Christmas Focus – Good news</p>	
<p>Science Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Observing closely, using simple equipment Performing simple tests <p>Skills Based Pupils will be taught to:</p>	<p>History Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Skills Based Pupils will be taught to:</p>	<p>Art Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space. <p>Skills Based Pupils will be taught to: Understand the basic use of a sketchbook Draw for a sustained period of time Layer different media</p>	<p>Design and Technology Knowledge Rich Pupils will be taught to:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing) Evaluate their ideas against design criteria. Build structures exploring how they can be stronger, stiffer and more stable. <p>Skills Based Pupils will be taught to:</p> <ul style="list-style-type: none"> I can measure materials to use in a model or structure. I can describe some different characteristics of materials. I can join material in different ways.

<ul style="list-style-type: none"> Observe closely using simple equipment such as viewfinders and microscopes. They will perform simple tests and gather data which they will record in simple tables. Perform simple tests Communicate their findings in a range of ways and begin to use simple scientific language Identify and classify materials or objects according to given criteria (use of because, so if : Yr2 writing) Use their observations and ideas to suggest answers to questions <p>Focus learning activities: Investigation linked to Titanic - materials, Plague scientific enquiry</p> <p>Key Vocab: See Scientific vocabulary booklet</p>	<ul style="list-style-type: none"> Sequence artefacts closer together in time. Describe an experience or event in their lives. Use common words and phrases relating to the passing of time. Identify similarities/differences between periods. Know where all people/events studied fit into a chronological framework. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Compare 2 versions of a past event. Discuss reliability of photos/accounts/stories. Ask and answer questions. Use a source Use Year 2 historical language – source, cause, consequence, empathy, time period, chronological, order, historians <p>Key Vocab Recap from Y1: decade, century, history, timeline, memories, opinion Y2: source, cause, consequence, empathy, time period, chronological order, historians</p>	<p>Show texture and patterns in drawing Mix their own brown Make tints by adding white Make tones by adding black Create textured collages from a variety of media Record and explore ideas from first hand observation, experience and imagination Create a piece of work in response to another artist's work. Describe how other artists have used colour, pattern and shape. Manipulate clay for a variety of purposes – thumb pots, simple coil pots, models Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials confidently.</p> <p>Focus learning activities: Colour wheel, Great Fire of London background, Cityscape (Stephen Wiltshire), Harvest Art (Yayoi Kusama), wire poppies, clay Christmas trees</p> <p>Key vocab: Artist, tint, shade, layer, collage, colour, patten, shape, observation</p>	<ul style="list-style-type: none"> I can use joining, folding or rolling to make it stronger. I can use my own ideas to try to make a product stronger. I can think of my own idea and plan what to do next. I can explain what I want to do and describe how I may do it. I can use knowledge of existing products to produce ideas. I can use levers/sliders in my work. I can explain my choices of textile. I can measure textiles. I can join textiles together to make a product and explain how I did it. I can carefully cut textiles to produce accurate pieces. <p>End Product: Time machine (TASC process & lever), Timeline (slider), War memorial (stronger), Xmas puddings - sewing, Xmas pop-up card, woodwork xmas tree</p> <p>Key vocab: Join, slider, lever, TASC, design, make, evaluate, fold, roll</p>
<p>Geography</p> <p>Knowledge Rich name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Skills Based Name and locate the 4 countries of the United Kingdom. Name capital cities within the UK. Devise simple maps and use and construct basic symbols on a key. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map.</p>	<p>Computing</p> <p>Knowledge Rich Autumn 2 – Unit 1 IT around us & Unit 2 Creating media, digital photography</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>Skills Based</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To recognise the uses and features of IT To identify the uses of IT in school To identify IT beyond school 	<p>Physical Education</p> <p>Knowledge Rich Throwing and catching</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. <p>Skills Based</p> <ul style="list-style-type: none"> Can demonstrate basic tactics in a game Can make in game decisions about space and act on them accordingly Can pass a ball accurately using a variety of equipment Can receive a ball using a variety of equipment Can shoot at a target using a variety of equipment Can use a variety of equipment correctly and safely Can pick up and throw a moving ball in one movement 	<p>Music</p> <p>Knowledge Rich</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned & untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music. <p>Skills Based</p> <p>Find the pulse and understand it is the heartbeat of the music. Recognise and name two or more instruments they hear. Know rhythm is different to the pulse. Copy and clap back rhythm. Create rhythms. Play G,A,C & Baccurately. Compose a simple melody using C & D. Singing in groups recognising songs have questions and a chorus. Understand rap is spoken word. Recognise the name of some instruments/ voices. Rap and find the pulse. Understand the pitch. Clap and copy rhythms. Sing a rap in time together. Perform and share the song.</p>

<p>Focused learning: History of Toton, Nottingham Capital Cities, Royal Palaces</p> <p>Key vocab: UK, North, East, South, West, directional language, capital cities,</p>	<ul style="list-style-type: none"> • To explain how IT helps us. • To explain how to use IT safely. • To recognise that choices are made when using IT • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To describe how photographs can be improved • To use tools to change an image • To recognise that photos can be changed <p>Focus learning activities: E-safety within Values Weeks, Unit 1 IT around us, Unit 2 Creating media digital photography</p> <p>Key Vocab – Creating content unit - Login, open, save, bold, copy, cut, paste, font, image, insert, underline</p>	<ul style="list-style-type: none"> • Can run safely with equipment in a range of sport specific ways • Can accurately throw a range of other PE equipment eg quoits, Frisbee • Can accurately throw whilst moving a variety of balls using a range of styles • Can catch a range of other PE equipment eg quoits, Frisbees • Can catch whilst moving a variety of different size and weight balls • Can use different throwing techniques to shoot at targets • Respond appropriately to a variety of stimuli through movement • Move with appropriate actions and timing in response to a stimuli • Develop control of movement using: <p>Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <ul style="list-style-type: none"> • Use own ideas to sequence dance • Sequence and remember a short dance • Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo <p>Focus learning activities: Games- Rounders and Cricket, Dance- Strictly</p> <p>Key vocab:</p> <p>Additional physical activity/provision: Daily Mile Wake and Shake: Time travelling dance; Kings and Queens</p>	<p>Focus learning activities: Charanga – Hands, Heart and Feet, Charanga – Ho Ho Ho, Christmas Show</p> <p>Key Vocab: Pop music, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, chant, repeat, rest, sequence, tune/melody</p> <p>Additional provision: Greensleeves; With a Little Help from my Friends; Night Ferry Anna Clyne</p>
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