



	AUTUMN		SPRING		SUMMER	
Topic	Homes	Fire! Fire!	Heroes	Wonderful World	Journeys / Space	Seaside Holidays
Big Question	How are the climate and seasons different around the world?	Did the fire have the same impact on rich and poor?	What make someone hero ? What qualities does a hero have?	Who is responsible for caring for our world? What can we do to protect the world for children in the future?	Where does the food we eat come from? Is food shared equally around the world?	Why do we need rules? What things do we treasure?
RE	<p>BEGINNINGS - God is present in every beginning Prior learning: God’s love and care for every family. Jesus was born and lived in a human family. This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> The many beginnings each day offers – Explore God is present in every beginning – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Promoting peace – show love and understanding to others. Stewardship – all living things are connected.</p> <p>SIGNS AND SYMBOLS - Signs and symbols in Baptism Prior learning: that Baptism is an invitation to belong to God’s family This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Experience of signs and symbols – Explore Signs and symbols used in Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Symbol of water – CAFOD water in Uganda</p>	<p>Judaism Week – Shabbat PREPARATIONS - Advent: preparing to celebrate Christmas Prior learning: that Advent is a time of waiting to celebrate Jesus’ coming at Christmas This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Preparing for special times – Explore Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Participation – how can Christmas be families / communities together?</p>	<p>BOOKS - The books used in Church Prior learning: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> About the different books used at home and in school – Explore The books used in Church on Sunday by the parish family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>THANKSGIVING - Mass, a special time to thank God Prior learning: Mass as Jesus’ special meal This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Different ways to say thank you – Explore The Eucharist: the parish family thanks God for Jesus – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>	<p>THANKSGIVING - Mass, a special time to thank God (Cont) OPPORTUNITIES - Lent: an opportunity to start anew Prior learning: a time to change in preparation for the celebration of Easter This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Each day offers opportunities for good – Explore Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Preferential option for the poor Helping others during lent.</p>	<p>SPREAD THE WORD - Pentecost: a time to spread the Good News Prior learning: Pentecost; a holy day – the feast of the Holy Spirit This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Passing on messages – Explore Pentecost, spreading the Gospel message through the gift of the Holy Spirit – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p>Islam - Prayer/home Promoting peace –respect and understanding of different faiths.</p>	<p>RULES - Reasons for rules in the Christian family Prior learning: God helps us to choose well and to be sorry. God forgives us. This topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> How rules can help at home and in school – Explore The reasons for rules in the Christian family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Subsidiarity</p> <p>Year 2 - TREASURES - God’s treasure; the world Prior learning: everyone is our neighbour and is loved by God This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> What we treasure – Explore The world is God’s treasure given to us – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>
English	Class book:	HFL Focused English Plan Y2 (FEP) 2 – Scaredy Squirrel makes a friend by Melanie Watt Type of writing produced: instructions	HFL Reprioritised unit. Traditional tales : Rapunzel Type of writing produced: Narrative / Story Common Good – rights of children / living standards.	HFL Reprioritised : Sharks Type of writing produced: Non-chronological report Key text: Find out! Sharks by Sarah Fowler (Dorling Kindersley) HFL Explanation text	HFL Detailed English Plan: How to catch a star by Oliver Jeffers Type of writing produced: Narrative / story	TES Unit The Night Pirates Type of writing produced: Narrative / story The Storm Whale CLPE Unit Storm Whale by Benji Davies
British Values:	2 WEEK WHOLE SCHOOL PROJECT -Individual liberty.					



<p>-Mutual respect. -Tolerance</p>	<p>HFL Focused English Plan (FEP) 1 – Frog and the Stranger by Max Velthuijs <u>Type of writing produced:</u> Narrative / story Solidarity – treating people equally even if they are different. Common Good – respect the rights of everyone</p> <p>HFL Focused English Plan Y2 (FEP) 2 How to make friends with a ghost by Rebecca Green <u>Type of writing produced:</u> Instructions</p> <p><u>Key texts:</u> Frog and the Stranger by Max Velthuijs</p>	<p>HFL Poetry – List Poems (Autumn) <u>Type of writing produced:</u> List poem</p>	<p>HFL Narrative Unit Super Joe Doesn't do cuddles by Michael Catchpool <u>Type of writing produced:</u> Narrative / Story</p> <p>Stewardship – protecting endangered animals and the rainforest.</p>	<p><u>Type of writing produced:</u> Explanation text</p> <p>HFL – Shape Poems <u>Type of writing produced:</u> Poetry</p>	<p>Stewardship – we are connected across the whole world</p> <p>CLPE – Bob The Man on the Moon <u>Type of writing produced:</u> Narrative / diary</p>	<p><u>Type of writing produced:</u> Narrative / story</p>
<p>Phonics/essential Spelling</p>	<p>Review single-syllable words ending with consonant digraphs Review adding -ing with no change to the root word Review adding -ed with no change to the root word Review the /dʒ/ sound spelt j or g Teach the /dʒ/ sound spelt -dge at the end of words or syllables Review of plurals adding -s or -es with no changes to the root Word Teach the /s/ sound spelt c before e, i and y Review the /eɪ/ sound spelt ai or ay or a-e Review the /i:/ sound spelt ee or ea or ie</p>	<p>Review the /aɪ/ sound spelt igh or i or i-e Teach adding -ing to words with i-e: removing the e before adding -ing Review the /aʊ/ sound spelt ow or ou Review the /ɔɪ/ sound spelt oy or oi Review the /əʊ/ sound spelt ow or oe Review the /u:/ sound spelt oo or u-e or ew Teach homophones Review /ɜ:/ sound spelt er, ir or ur</p>	<p>Review the /v/ sound spelt ve at the end of words Review the /ɔ:/ sound spelt aw or au Review adding the suffix -est with no change to the root word Teach irregular plurals Teach plurals of words ending in y Teach adding -ing to words ending in e Teach adding -ed, er or -est to words ending in y Teach adding the suffix -ly Teach adding the prefix un- to words with suffixes</p>	<p>Teach adding -ed, er or -est to words ending in y Teach adding the suffix -ly Teach adding the prefix un- to words with suffixes</p>	<p>Teach the past tense of irregular verbs Teach apostrophes for contraction Teach adding -ing and -ed to words and doubling the final consonant Teach adding the suffix -ful and -less</p>	<p>Teach the /ɒ/ sound spelt a after w and q Teach words ending in en and -tion Review creating plurals of words Teach the apostrophe for possession</p>
<p>Maths</p>	<p>Securing Fluency to Twenty Place Value – Making Tens and Some More Place Value and Regrouping Two-Digit Numbers Counting On and Back in Ones and Tens from any Number Representing, Ordering and Comparing Numbers to 100 and</p>	<p>Finding Complements of 10 and 100 Including Measures Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers Finding Part or Whole Unknown Money – Making Combinations and Finding Change Comparison (difference, more, less, fewer)</p>	<p>Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts Written Addition Method Commutativity in Addition but not in Subtraction Written Subtraction Method Problem Solving with Addition and Subtraction in a Range of Contexts</p>	<p>Double and Halve One and Two-digit Numbers and Amounts of Money Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) Multiplication – Multiples and Repeated Addition</p>	<p>Fractions – Finding Halves, Quarters and Thirds of Amounts Fractions Finding Halves, Quarters and Thirds of Shapes Fractions – Finding Three-quarters of Shapes and Quantities</p>	<p>Multiplication and Division – Equality and Balance Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting Geometry – Symmetry Mental Calculation Review Geometry – Sequencing 2LS43 Geometry – Rotation and Right Angles</p>



	Quantities for Measures Estimation and Magnitude Numbers to 20 – Mental Addition and Subtraction	Measures – Estimation and Measure Using Different Scales	Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To Time – Estimating, Ordering and Comparing Time	Multiplication – Number of Groups, Group Size and Product Multiplication Problem Solving Division – Sharing and Grouping Division – Sharing and Grouping Problems including Remainders	Fractions – Equivalence Fractions – of Continuous Quantities Time – Telling the Time to the Nearest 5 Minutes Multiplication, Division and Fractions – Scaling Multiplication, Division and Fractions – Problem Solving	Place Value and Written Calculation Review
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. <p>Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt.</p>	<p>Materials</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. <p>Friction Experiment: How far can a car go carrying Santa? Children compare how things move on different surfaces (Testing)</p> <p>What types of materials caused the Great Fire of London to spread so quickly? What types of materials were the buildings made from and what was stored in the buildings? What types of materials are used for houses today? How can we make buildings safer?</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Human focus this half term</p> <p>Human dignity – all created by God. Respect for all living things.</p>	<p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Stewardship – all living things are connected and we must use God’s gifts responsibly.</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Animal focus this half term</p> <p>Human dignity – all created by God. Respect for all living things</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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. <p>Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt.</p>
Geography	<p>Rising Star Unit - The Seasons</p> <ul style="list-style-type: none"> – To develop knowledge about their locality in the UK. – To begin to use geographical skills including first hand 			<p>Rising Stars Unit – Our Wonderful World.</p> <p>To name and locate the world’s seven continents and five oceans;</p> <ul style="list-style-type: none"> – To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, 	<p>Rising Stars Unit: Journeys - Where Does our Food Come from?</p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through 	<ul style="list-style-type: none"> - To be able to use symbol to read simple maps. - To design and make simple maps using keys and symbols.



	<p>observation, to enhance awareness of their location.</p> <ul style="list-style-type: none"> - To identify seasons and weather patterns in the UK. - Use and construct basic symbols in a key. <p>Distributive justice – how are governments working to protect the climate? Participation Climate change – how are people having an impact? What can we do?</p>			<p>continents and oceans at this key stage.</p> <ul style="list-style-type: none"> - Name and begin to locate countries of the world using an atlas or globe. - - Identify locations of hot and cold areas around the world. <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. - Understand and locate simple climate zones using key terms.</p> <p>Distributive justice – how are we sharing the world’s resources?</p>	<p>studying nearby food growing or production.</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries of the UK. - Use a map and atlas to identify countries, continents and oceans. - Look at fresh fruit and vegetables – how many are grown locally? Can we use a map of the United Kingdom <p>Preferred option for the poor – do people living in poorer countries have enough food?</p>	
<p>History</p> <p>British Values:</p> <ul style="list-style-type: none"> - Democracy -The rule of law. -Individual liberty. -Mutual respect. -Tolerance 	<p>Rising Stars Unit: Bonfire Night and The Great Fire of London</p> <ul style="list-style-type: none"> - To know about events beyond living memory that are significant nationally or globally. -To understand some of the ways in which we find out about the past. -To know when events fit within a chronological framework. <p>Guy Fawkes – villain or hero? Reasons for the gunpowder plot. Distributive justice Great fire- compare the rich and poor and how they were impacted by the fire.</p> <p>SMSC: Showing an awareness of the moral implications of the actions of historical figures. Understanding the significance of not forgetting what has happened in our history.</p>	<p>Rising Stars Unit: Local Heroes</p> <ul style="list-style-type: none"> - To know where people they study fit within a chronological timeline. - To study significant historical people and place sin their own locality. - To understand some of the ways we find out about the past. - To ask and answer questions.7 <p>Participation – ex pupil won gold model in Paralympics.</p> <p>Common Good - Link with supporting society / community during COVID and lockdown.</p>				<p>Rising Stars - Holidays in the Past</p> <ul style="list-style-type: none"> -learn about changes within living memory - understand historical concepts such as continuity and change, similarity and difference -ask historically valid questions - identify similarities and differences between ways of life in different periods - ask and answer questions - understand some of the ways in which we find out about the past - identify different ways in which the past is represented
<p>Outdoor Learning</p>	<p>Autumn treasure hunt. Leaf and bark rubbings. Sketching of trees and plants. Collage with natural materials. Autumn poem – use of senses. Making and comparing 1 and 2 digit numbers.</p>	<p>Camp fire - songs Dangers and hazards. Maths – estimating and measuring trees and objects. Natural and man -made materials</p>	<p>Look for living things (minibeasts and plants) Habitats – build shelters</p>	<p>Maths – dividing using natural objects. Look for patterns and symmetry in nature. Photograph natural objects.</p>	<p>Identifying plants and food grown from plants (science link) Identifying and sketching parts of the plant. Maths – fractions of amounts. Class poem - trees</p>	<p>Maths problems using natural object.</p>



Computing Purple Mash Planning	Coding	Online Safety Spreadsheets	Questioning Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Music	Sally Kee Planning	Sally Kee Planning	Sally Kee Planning	Sally Kee Plann	Sally Kee Planning	Sally Kee Planni
Art/DT British Values: -Individual liberty. -Tolerance	<p>Linked to Seasons topic</p> <p>Georgia O’Keefe</p> <p>Sketching, drawing and painting linked to the wonderful world topic including still life of flowers, trees</p> <p>To introduce techniques to create a range of tones using graded drawing pencils.</p> <p>To develop an awareness of textures and tones in made and natural objects</p> <p>To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p> <p>To be able to make various tints of a primary colour.</p>	<p>Linked to Fire topic</p> <p>Vehicles (Plan Bee)</p> <p>Making a fire engine, axles, wheels etc.</p> <ul style="list-style-type: none"> - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - 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 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - evaluate their ideas and products against design criteria. <p>Lego construction sets in stockroom</p>	<p>Linked to Heroes topic</p> <p>Artist- Roy Lichtenstein</p> <p>Produce a comic book for your superhero</p> <p>Design appealing products for them and others to use</p> <p>Explore and evaluate a range of existing products</p>	<p>Linked to Wonderful World topic</p> <p>Still Life & observational drawing</p> <p>Sketching, drawing and painting including still life and observational drawing.</p> <p>To introduce techniques to create a range of tones using graded drawing pencils.</p> <p>To develop an awareness of textures and tones in made and natural objects</p> <p>To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p>	<p>Linked to Journeys topic</p> <p>Making a perfect Pizza (Plan Bee)</p> <ul style="list-style-type: none"> -Investigate favourite pizza ingredients and toppings. -How to have a balanced diet. -Design and make a pizza. -Evaluate their pizza. <p>Linked to Space topic</p> <ul style="list-style-type: none"> -Explore what astronauts eat in space -how they eat in space 	<p>Linked to Seaside topic</p> <p>Puppets (Plan Bee)</p> <p>Investigate a range of different puppets.</p> <p>Puppets old & new</p> <p>Investigate a range of materials.</p> <ul style="list-style-type: none"> -Design and make a finger puppet and glove puppet using a range of materials. -Evaluate their puppet. <p>Building Boats Experiment: choose appropriate materials based on their properties and test the boat on water (Testing)</p>



<p>PE</p> <p>British Values:</p> <ul style="list-style-type: none"> - Democracy . -The rule of law. -Individual liberty. -Mutual respect. -Tolerance 	<p>Sending and Receiving</p> <p>To roll a ball towards a target To track and receive a rolling ball. To send and receive a ball with your feet To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.</p>	<p>Dance</p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology</p>	<p>Gymnastics</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance</p>	<p>Striking and Fielding</p> <p>To track a rolling ball and collect it To develop accuracy in underarm throwing and catching to field a ball. To develop accuracy with overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To develop decision making to get a batter out. To develop decision making when under pressure</p>	<p>Invasion</p> <p>To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending.</p>	<p>Team Building</p> <p>To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.</p>
<p>PHCE</p>	<p>Being me in my world</p> <p>Human dignity</p>	<p>Celebrating difference</p> <p>Human dignity</p>	<p>Dreams and Goals</p> <p>Stewardship</p>	<p>Healthy Me</p>	<p>Relationships</p> <p>Subsidiarity Solidarity</p>	<p>Changing Me</p>
<p>RHE</p> <p>Life to the full</p>		<p>KS1, Module 1, Unit 2</p> <p>Session 1: I am unique Session 2: Girls and boys Sessions 3 NS 4: Clean and healthy</p>	<p>KS1 Module 1, Unit 3 and 4</p> <p>Session 1: Feelings likes and dislikes Session 2: Felling inside out Session 3 SuperSusie gets angry Session 1 The cycle of life</p>	<p>KS1, Module 2, Unit 1</p> <p>Session 1 God loves you KS1, Module 2, Unit 2 Session 1: Special people Session 2: treat others well Session 3 : -- and say sorry.</p>	<p>KS1, Module 2, Unit 3</p> <p>Session 1 : Being safe Session 2: Good secrets and bad secrets Session 3: Physical contact Session 4 Harmful substances Session 5: Can you help me?</p>	<p>KS1, Module 3, Unit 1</p> <p>Session 1 Three in one Session 2: Who's my neighbour? Session 3: The communities we live in.</p>