

	Term 1 8 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 6 weeks
<b>School Value</b>	Friendship	Generosity	Compassion	Forgiveness	Respect	Courage
<b>British Value</b>	Democracy		Tolerance of those of different faiths and beliefs	The rule of law	Mutual respect	Individual liberty
<b>Key Events</b>	Harvest MOB	Remembrance Anti-bullying week KS1 Nativity PTA Xmas fayre	School talent show Wellbeing week	World Book Day Mother's day Easter LKS2 Easter performance Whole school Easter service	KS2 SATS KS1 SATS EYFS moderation	UKS2 production Leavers service Sports day Father's day
<b>Religious events</b>	Yom Kippur – Holiest day of Jewish year (27 <sup>th</sup> October)  Dussehra –Hindu festival celebrating victory of good over evil (25 <sup>th</sup> October)	All Saints Day – pays tribute to all the many Saints (1st November) (White or Gold) Remembrance Sunday (11 <sup>th</sup> November) Hindu-Diwali (14 <sup>th</sup> November) 1st Sunday of Advent – period of waiting / preparation for birth of Jesus (29 <sup>th</sup> November) (Purple) Jewish- Hannukah (11 <sup>th</sup> December)	Sikhism- Birthday of Guru Gobind Singh (5 <sup>th</sup> January) Epiphany=when Jesus was baptized (6 <sup>th</sup> January) Ash Wednesday – beginning of Lent period of reflection and preparation before Easter (26 <sup>th</sup> February) (red)	Shrove Tuesday (16 <sup>th</sup> Feb) (Green) Lent (26 <sup>th</sup> Feb) St David's day patron Saint of Wales (1 <sup>st</sup> March) Hinduism- Holi (9 <sup>th</sup> March) Dhu Al-Hijja at least once in their life Muslims should make pilgrimage to Mecca (10 <sup>th</sup> March) St Patricks Day – celebrates saint who converted the people of Ireland to Christianity (17 <sup>th</sup> March) Easter (4 <sup>th</sup> April) (Purple)	St Georges Day – celebrates England's Patron Saint (23 <sup>rd</sup> April) Ramadan starts – period of fasting for Muslim faith (23 <sup>rd</sup> April) Vesak – Buddah day Buddhist (7 <sup>th</sup> May) Eid- celebrating end of Ramadan (24 <sup>th</sup> May) Pentecost – Festival to celebrate the gift of the holy spirit (31 <sup>st</sup> May) (green)	Trinity Sunday – celebrates the Trinity, Father, Son and Holy Ghost (7 <sup>th</sup> June) St Thomas a Beckett Patronal(12 <sup>th</sup> June?)
<b>Charity events &amp; Notable Dates</b>	National Read a Book Day – 6 <sup>th</sup> September Roald Dahl Day – 13 <sup>th</sup> September International Day of Democracy – 15 <sup>th</sup> September	Bonfire Night – 5 <sup>th</sup> November Maths Week – 9 <sup>th</sup> November World Science Day – 10 <sup>th</sup> November Remembrance Day – 11 <sup>th</sup> November Anti-bullying Week – 11 <sup>th</sup> November	Sir Isaac Newton's Birthday – 4 <sup>th</sup> January World Religion Day – 19 <sup>th</sup> January Martin Luther King Day – 20 <sup>th</sup> January Chinese New Year – 25 <sup>th</sup> January	International Mother Language Day – 21 <sup>st</sup> February World Thinking Day = 22 <sup>nd</sup> February Fairtrade Fortnight – 24 <sup>th</sup> February Engineers Week/British Science Week – 6 <sup>th</sup> March	Queen's birthday = 21 <sup>st</sup> April St George's Day – 23 <sup>rd</sup> April Shakespeare's birthday – 23 <sup>rd</sup> April Ramadan – 23 <sup>rd</sup> April International Dance Day – 29 <sup>th</sup> April Space Day – 1 <sup>st</sup> May	Gypsy, Roma and Traveller History Month – 1 <sup>st</sup> June D-Day – 6 <sup>th</sup> June Butterfly Education and Awareness Day – 6 <sup>th</sup> June World Oceans Day – 8 <sup>th</sup> June Father's Day – 21 <sup>st</sup> June World Music Day – 21 <sup>st</sup> June Wimbledon – 29 <sup>th</sup> June

	<p>Jeans for Genes day – 16<sup>th</sup> September</p> <p>National Coding Week – 16<sup>th</sup> September</p> <p>Talk like a Pirate Day – 19<sup>th</sup> September</p> <p>International Day of Peace – 21<sup>st</sup> September</p> <p>European Day of Languages – 26<sup>th</sup> September</p> <p>Black History Month – 1<sup>st</sup> October</p> <p>National Poetry Day – 1<sup>st</sup> October</p> <p>World Animal Day – 4<sup>th</sup> October 2020</p> <p>World Space Week – 4<sup>th</sup> October</p> <p>Grandparents' Day – 4<sup>th</sup> October 2020</p> <p>World Teacher's Day – 5<sup>th</sup> October</p> <p>World Homeless Day – 10<sup>th</sup> October</p> <p>World Food Day – 16<sup>th</sup> October</p> <p>Yom Kippur – 27<sup>th</sup> October</p>	<p>Diwali – 14<sup>th</sup> November</p> <p>Children in need – 18<sup>th</sup> November</p> <p>Hanukkah – 10<sup>th</sup> December</p> <p>Human Rights Day – 10<sup>th</sup> December</p>	<p>National Storytelling Week – 1<sup>st</sup> February</p> <p>Children's Mental Health Week – 3<sup>rd</sup> February</p> <p>Rosa Parks Day – 4<sup>th</sup> February</p> <p>NSPCC Number day – 7<sup>th</sup> February</p> <p>11<sup>th</sup> February – Safer Internet Day</p>	<p>World Book Day – 5<sup>th</sup> March</p> <p>World Poetry Day – 21<sup>st</sup> March</p> <p>World Water Day – 22<sup>nd</sup> March</p> <p>Mother's Day – 22<sup>nd</sup> March</p> <p>St David's Day – 1<sup>st</sup> March</p> <p>World Maths Day – 4<sup>th</sup> March</p> <p>International Children's Book Day – 2<sup>nd</sup> April</p> <p>World Autism Awareness Day – 2<sup>nd</sup> April</p>	<p>African World Heritage Day – 5<sup>th</sup> May</p> <p>VE Day – 8<sup>th</sup> May</p> <p>World Fair Trade Day – 9<sup>th</sup> May</p> <p>Florence Nightingale's birthday – 12<sup>th</sup> May</p> <p>International Day of Families – 15<sup>th</sup> May</p> <p>International Museum Day – 18<sup>th</sup> May</p> <p>Outdoor Classroom Day – 21<sup>st</sup> May</p> <p>Eid – 24<sup>th</sup> May</p>	<p>Children's Art Week – 29<sup>th</sup> June</p> <p>18<sup>th</sup> July – Mandela Day</p> <p>International Day of Friendship – 20<sup>th</sup> July</p>
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<b>Hook:</b>	<b>Toy Gallery</b>					
<b>Outcome:</b>	<b>Comparative toy Museum</b>					
<b>Trip:</b>	<b>None</b>					
<b>Quality text:</b>	<b>Moles sunrise (Friendship text)</b>  <b>Dogger</b>  <b>Lost in the Toy Museum</b>	<b>Jolly Postman at Christmas</b>  <b>The suitcase</b>  <b>Babushka (link to Christmas)</b>	<b>Vlad and the Great Fire of London</b>	<b>Lila and the secret of rain</b>	<b>Ocean meets sky</b>	<b>Diary of a fly (link to science)</b>  <b>Little mouse's big book of fears (link to courage)</b>
<b>English</b>						
<b>Maths</b>						
<b>Science</b>	<b>Plants (Year 2)</b>  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  <b>Working scientifically</b> Asking simple questions and recognising that they can be answered in different ways	<b>Animals including humans (Year 2)</b>  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)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  <b>Working scientifically</b> Using their observations and ideas to suggest answers to questions	<b>Everyday materials (Year 2)</b>  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.  <b>Working scientifically</b> Observing closely, using simple equipment  Performing simple tests	<b>Animals and their habitats (Year 2)</b>  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  Identify and name a variety of plants and animals in their habitats, including microhabitats  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.  <b>Working scientifically</b> Identifying and classifying  Gathering and recording data to help in answering questions		

<b>History</b>	<p><b>History of toys- comparing toys how toys have changed over time</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Investigating Interpreting</b> Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p><b>Knowledge Understanding</b> Use information gained from research to describe differences between then and now</p> <p><b>Vocabulary</b> Subject related vocabulary and: recently, before, after, now, later, a long time ago</p>		<p>Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>Chronology</b> Place historical figures, events and artefacts in order on a given time line, using dates where appropriate</p> <p><b>Knowledge Understanding</b> Give reasons why people from the past acted in the ways they did.</p>		<p><i>The first aeroplane flight</i></p> <ul style="list-style-type: none"> <li>• <i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the <b>first aeroplane flight</b> or events commemorated through festivals or anniversaries</i></li> </ul> <p><b>Chronology</b> Add labels to time lines</p> <p><b>Investigating Interpreting</b> Ask and answer questions such as What was it like for a...? What happened? How long ago?</p>
<b>Geography</b>		<b>Santa delivering presents across different continents</b>		<b>Comparing weather patterns to weather patterns of another country</b>	<b>Looking at human and physical features of places from the 7 continents</b>

		<p><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Revisit</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Revisit:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p><b>Human and physical geography</b></p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><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</i></p> <p><i>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><b>Revisit:</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Art	<p><b>Creating different artwork focused on texture, colour and pattern (Kindidnksy)</b></p> <p>to use a range of materials creatively to design and make products</p>		<p><b>To explore an artist and make the product based on the design of that artist. RODIN</b></p> <p>to use a range of materials creatively to design and make products</p>		<p><b>Creating different artwork and a product based on Banksy</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share</p>	

	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p> <p>Choose the appropriate dry materials (pencils of different grades, pastels, chalk, charcoal)</p> <p>Use dots and lines of various sizes to demonstrate pattern and texture</p> <p>Show different tones with a variety of dry materials</p> <p>Know how to use a viewfinder to focus on a specific part of an artefact before drawing it</p>		<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>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.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting eg. clay, straw, cardboard</p> <p>Use a variety of techniques to create shape and texture eg. pinching, coils, scraping, cutting</p> <p>Know how to make a clay pot and know how to join two clay finger pots together</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand: sculpture, statue, model, work of art, 3D, land art, sculptor, carving, installation, shapes, materials, pyramid, abstract,</p>		<p>their ideas, experiences and imagination</p> <p>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.</p> <p>Be able to mix primary colours to create secondary colours and match colours.</p> <p>Experiment with different brushstrokes and effects created with brushes and other tools eg. sweep, dap, dot</p> <p>Add white and black to create tints and shades</p> <p>Explore a range of painting styles used by artists eg. watercolour, wash, acrylic, oil, portrait, self-portrait, landscape</p> <p>Paint a range of objects, people or scenes</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, warm colours, cold colours, tints, shades, water colour, wash, sweep, dab, bold, brushstroke, acrylic, oil paints.</p> <p>Express an opinion on the work of famous, notable artists, designers or architects.</p> <p>Use inspiration from famous, notable artists to create their</p>	
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	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand; self- portrait, portrait, line drawing, detail, landscape, cityscape, building,</p> <p>Express an opinion on the work of famous, notable artists, designers or architects.</p> <p>Use inspiration from famous, notable artists to create their own work. Compare and contrast.</p> <p>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping</p>		<p>Express an opinion on the work of famous, notable artists, designers or architects.</p> <p>Use inspiration from famous, notable artists to create their own work. Compare and contrast.</p> <p>Learn and practise a variety of techniques eg mosaic and montage</p>		<p>own work. Compare and contrast.</p> <p>Create an effective collage -add texture by mixing materials</p> <p>Know how to use different effects within an IT paint package</p> <p>NB using material skills are highlighted in green and can be moved accotding to the artist being studied</p>	
<p><b>PE</b></p>	<p>Perform dances using simple movement patterns.</p> <p>Gym (year 2) Move and jump with some control and awareness of space Create a sequence using 2 or more linked actions Show contrasts on use of body and shape (such as small, tall, straight, curved) Balance on different points of the body, holding a still position</p> <p>Dance (year 2) Copy, repeat and remember moves and shapes Movement shows control and coordination</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Year 2: Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination Use basic tactics for attacking and defending</p> <p>Evaluating health and fitness (year 2) I can explain why you need to warm up and cool down</p>	<p>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</p> <p>Athletics (year 2)</p> <p>Be able to change speed and direction when running Perform a two footed jump for height and distance Explore different throwing techniques to achieve distance</p>			

	Perform a dance phrase with 2 or more joined movements / shapes					
<b>Computing</b>	<p align="center"><b>Coding</b></p> <p>Plan and enter a sequence of instructions on a floor robot specifying distance and turn to achieve a given outcome  Debug a sequence of instructions  Debug a program explaining why it needs to be changed  Write an algorithm to produce a shape</p>		<p align="center"><b>Online safety</b></p> <p>Know some ways to stay safe online and who to tell if they have a problem  Know some ways that people can communicate online and how to be a good friend online  Know that some websites are safe to visit and what to do if they find an unsafe site</p>	<p align="center"><b>Impact of technology</b></p> <p>Describe some of the benefits with using technology at home and school  Identify parts of a computer and what they are for  Know how the use of technology at home and school have changed over time</p>	<p align="center"><b>Media</b></p> <p>Create Banksy – esque art.  Use different brushes and tools (including fill and shapes) in a paint program to create pictures  Take a range of digital images and choose the best focused to share with an audience  Write sentences using a word processing program, using index fingers on a keyboard, spaces between words, return/enter to start a new line and backspace to delete as they go  Add content to a page by selecting from an image and word bank and save their work</p>	<p align="center"><b>Data</b></p> <p>Take observational photographs to find out about something  Use video and sound recording devices to record data to answer questions  Record information using tally and tables  Create their own pictograms</p>
<b>DT</b>	<p>Food: Making soup. Teach chopping, slicing, dicing, claw grip and bridge grip.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Make</b></p>	<p>Make a wind turbine. Focus on materials and weather in different countries.</p> <p><b>Design</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Design</b>  Explain how they want to make their product and make a simple plan before making</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>Animal home with levers</p> <p><b>Design</b>  Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Design</b>  Design a product which moves</p> <p><b>Make</b>  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Make</b></p>			



			Choose appropriate resources and tools		example, cutting, shaping, joining and finishing]  <b>Make</b> Choose appropriate resources and tools  Evaluate Evaluate their ideas and products against design criteria  <b>Evaluate</b> Explain what works well and not so well in the model they have made  Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  <b>Technical knowledge</b> Use wheels and axles, when appropriate to do so		Make a product which moves  <b>Evaluate</b> Evaluate their ideas and products against design criteria  <b>Evaluate</b> Explain what works well and not so well in the model they have made  Technical knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  <b>Technical knowledge</b> Use wheels and axles, when appropriate to do so
<b>Music</b>	<b>1</b>	Hey You!	Christmas Songs	Round and Round	Your Imagination	Recorders	Recorders
	<b>2</b>	Friendship Song	Christmas Songs	Recorders	I wanna play in a band	Zootime	Recorders
<b>Spanish</b>	<b>1</b>	Core Vocab – numbers 1-10	Core Vocab - colours	Core Vocab – greetings and days of the week	Core Vocab - recap	Core Vocab – months and in the classroom	Recap
	<b>2</b>	Core Vocab – number 1-20	Core Vocab - colours	Core Vocab – greetings and days of the week	Core Vocab - recap	Core Vocab – months and in the classroom	I’m Learning Spanish
<b>PSHE (JIGSAW)</b>		Being Me	RSE	Celebrating Difference	Healthy Me	Relationships	Changing Me

<p><b>RE (WHOLE SCHOOL SCHEME)</b></p>	<p>Who is a Christian and what do they believe?</p> <p>Describe some religious ideas from stories. Describe some religious beliefs, teachings and events. Describe the messages or meanings of some religious symbols. Describe some religious objects.</p>	<p>What makes some places sacred?</p> <p>Describe some religious beliefs, teachings and events. Describe some religious places. Describe some religious practices. Describe my feelings to other people. Know that other people have feelings. Talk about how my feelings may be similar to characters in religious stories.</p>	<p>How and why do we celebrate sacred times?</p> <p>Describe some religious ideas from stories. Describe some religious beliefs, teachings and events. Ask a range of questions about puzzling aspects of life. Suggest answers, including religious ones Know the effect of actions on others when I am thinking about moral dilemmas.</p>
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