

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Question</b>	Would a wolf live next door?	What makes a hero 'super'?	What toys did my grandparents play with?	How old are the trees around us?	If I were an explorer, where would I go?	
<b>High quality text</b>	Wild The Good Little Wolf	Traction Man Traction Man and Turbo Dog	Further Adventures of The Owl and The Pussycat The Smeds and the Smoos Julia Donaldson	Tuesday Little Red Riding Hood is Rotten	Roald Dahl - The Minpins Dragonfly out in the Sun – David Windle (poem) Journey by Aaron Becker  Non- Fiction texts	
<b>Visit / Hook</b>	Animal people in	Emergency service visit	That Rabbit Belongs to Emily Brown	Hopwood Woods- Share woodland words and images woodland trust activity	Beach visit (parents pay)	
<b>Science</b>	<b>Weekly</b> Animals including humans	Materials	Healthy living (link to PSHE)	Plants	Living things and their habitats	
<b>History</b>	X	The Great Fire of London	Changes within living memory (toys and books)	X	Historical figures – Scott and Columbus	X
<b>Geography</b>	<b>Weeks 2 and 3</b> My local area (human and physical)	X	X	Fieldwork and observational skills – compass directions	X	Seven continents, five oceans, natural features.
<b>Computing (Purple Mash)</b>	Coding	Online Safety Spreadsheets	Questioning Effective Searching	Creative Pictures	Making Music	Presenting Ideas
<b>RE</b>	<b>Weeks 4 and 5</b> Who is Jewish and what do they believe? (1.3)	What is the gospel in the Christmas story?	How should we care for others and the world and why does it matter? (1.8)	How do Christians celebrate Easter?	What does it mean to belong to a faith community? (1.7)	What makes some places sacred? (1.5)
<b>French (Rising Stars Scheme)</b>	On y va!	L'argent de poche	Raconte-moi une histoire	Vive le sport	Le Carnaval des Animaux	Quel temps fait-il?
<b>Art</b>	<b>Weeks 6 and 7</b> Clay Sculpture Animals	X	X	Drawing Gustav Klimt –Tree of Life	X	Painting Beach Scenes Sally West
<b>DT</b>	X	Textiles Costumes for Heroes	Mechanisms Toys from the past with Mechanisms	X	Food Technology Foods from around the world	X
<b>PSHE</b>	<b>Weekly</b> My Body	Bullying	Personal Hygiene	Safety Inside and Outside the Home Internet Safety	Feelings	Managing Money
<b>Growth Mindset (Katherin Muncaster Book)</b>	<b>Weekly</b> Playing Teacher	Oh No! I've Made a Mistake	Girl's can't do that!	Super Effort	Challenge Mountains	Ding! Ding! How Much Effort?

<b>Music (Charanga) (Alternate Classes)</b>	Hands, Feet, Heart	I Wanna Play in a Band	Friendship Song	Rochdale Music Service – Ukulele	
<b>Links to wider community</b>	Recycle – go to the local tip	Emergency services	Grandparent day	Tree Planting / Community service in local area. Contact new housing development to see if we can plant there	Celebration of where we all come from around the world

Autumn 1	Question: Would a wolf live next door?	High quality text: Wild		Visit / Hook: Animals visit school	Links to wider community : Recycle- go to the local tip	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Animals including humans	I know animals have offspring, which grow into adults.  I know what animals need to survive.	Identify, group and classify  Gather and record data to help in answering questions including from secondary sources of information	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)	Offspring Pupa Spawn Toddler Survival Reproduction	<b>Hook – Animal Guy</b> <b>Lesson one (9/9):</b> photos of matching activity (LA) Words and images. What do we already know – for wall and in books. Complete KWL grid <b>Lesson Two (16/9) –</b> Read some pages from <b>Lifesize – what might their offspring look like?</b> (LA) key words and images (HA) more detail <b>Lesson Three (23/9) –</b> Complete some reading of <b>Whose Baby?</b> Matching activity in books. (LA) pictures and given words. Sentences written uses key vocab. (MA) word mat (HA) Ind. Sentences. What do the offspring need to survive? <b>Lesson Four (30/9)–</b> Read some pages from <b>Animal Facts</b> - completed Venn Diagram (LA) given words and image to choose from. <b>Lesson Five (7/10) –</b> create poster or information booklet about what you know

<p>Geography</p>	<p>My local area (human and physical)</p>	<p>I know the geographical features of my local area.</p> <p>I know how to use area photographs and plans to recognise landmarks.</p> <p>I know how basic symbols are used in a map.</p> <p>I know how to draw a simple map of where I live.</p> <p>I can create a simple key</p>	<p>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>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>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 concentrating on islands and sea sides</p>	<p>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>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>Human feature Physical feature Valley Vegetation Aerial Village</p>	<p><b>Lesson One:</b> Tables to have different words and discuss. Envoy activity. Play the red is said and green for mean and look at the different words. Complete cloud. Abdullah: Look at different pictures and describe what they are. Verbally use the key word in a sentence.</p> <p><b>Lesson Two:</b> Discuss what geographical features are. Chn walk the local area and identify the key geographical features of the local area. Complete table/write sentences about what they have seen. Draw a map while walking the local area. LA: Discuss the area and teacher draws the map. Pair HA and MA together and they draw a map 1 between 2. Abdullah: ZB draws the map and discusses the land marks.</p> <p><b>Lesson Three:</b> Look photographs from the local area and discuss what each photograph is. How did the children recognise these? Discuss what a landmark is. LA: Stick in picture of the landmark and write a sentence about the landmark with support. MA: Stick in picture of the landmark and write a sentence about the landmark. HA: Stick in picture of the landmark and write a sentence about the landmark using a conjunction. Abdullah: Stick in picture of landmark and practices</p>
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						<p>writing the name of the landmark.</p> <p><b>Lesson Four:</b> Place on each table what each symbol of a map is. Chn learn about that symbol.</p> <p>Chn look at google maps as a whole class and then each table tells what their symbol means.</p> <p>LA: Stick in the symbol and write the name of the symbol.</p> <p>MA: Sticks in symbols and writes what the symbols means with support.</p> <p>HA: Stick in symbol and write what the symbol means.</p> <p>Abdullah: Stick in the symbol. Have verbal discussion and practice writing the name of the symbol.</p> <p><b>Lesson Five:</b> Chn use the map that they drew on their walk of the local area and add symbols to the map.</p> <p>LA: Draw a simple map and label together</p> <p>MA: Draw a map with symbols- some scaffolding.</p> <p>HA: Draw a map with symbols- independently</p> <p>Abdullah: Stick on key landmarks on a map.</p> <p>Verbally discuss the landmarks.</p>
Art	Clay Sculpture Animals	<p>I know about different sculptors.</p> <p>I know how to design an animal sculpture.</p> <p>I know how to make a</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Manipulate malleable materials for a</p>	<p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of material creatively to design and make products</p>	<p>Clay Sculpture</p> <p>Mould</p> <p>Coil</p> <p>Tools</p> <p>smooth</p>	<p>Lesson 1 - Create word maps for vocabulary. Use each word in a sentence.</p> <p>Lesson 2 - Describe 3 different sculptors. What are their styles? What are the differences between the styles?</p> <p>LA – Match the pictures to the sculptor.</p>

		<p>sculpture using clay.</p> <p>I know how to evaluate my design.</p>	<p>purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p>			<p>Lesson 3 - Draw the animal they have chosen to sculpture. Label what materials they will use. Explain why they have chosen that animal. LA – Label materials only. Lesson 4 - Make the model. Lesson 5 - Complete evaluation form and stick in books.</p>
PSHE	My Body	<p>I can name parts of my body.</p> <p>I know which parts of the body should be private.</p>		<p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Privacy Private Penis Vagina Genitals Respect Abuse</p>	<p><b>Taught throughout half term (PPA Cover)</b> Session 1 – Growth Mindset Session 2-5 – Discussion recorded in PSHE floorbook. Session 6 – Pupils share own learning for the whole topic in topic books. This will be in a format of their own choice.</p>
RE	Who is Jewish and what do they believe? (1.3)	I know what a mezuzah is.	Talk about some of the practices of Christians,		<p>Mezuzah Shabbat Chanukah Creation</p>	

		<p>I know how Jewish people celebrate Shabbat.</p> <p>I know the story of Chanukah.</p>	<p>Muslims and Jews.</p> <p>Retell stories, suggesting meanings of sources of wisdom, festivals and worship.</p> <p>Ask questions and give opinions about religions, beliefs and ideas.</p>		<p>Shema Israel</p>	
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Autumn 2	Question: What is a hero?	High quality text: Traction Man		Visit / Hook: Emergency Services visit	Links to wider community : Emergency Services	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Materials	<p>I know the properties of everyday materials.</p> <p>I know how different materials are used.</p> <p>I know how the shapes of materials can be changed.</p>	Perform simple comparative tests	<p>identify and compare the suitability of a variety of everyday materials including, wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Materials</p> <p>Solid</p> <p>Squashing</p> <p>Bending</p> <p>Twisting</p> <p>Stretching</p> <p>Suitability</p>	<p>Lesson 1 – Vocab Mats.</p> <p>Lesson 2 – KWL post it notes.</p> <p>Lesson 3 – Sorting activity matching the correct materials using their properties. Find objects made from those materials and stick them on sheets.</p> <p>Lesson 4 – In groups, look at suitability of materials. Decide which materials would fit best for different objects.</p> <p>Lesson 5 – Investigation – which materials can you squash, bend, twist and/or</p>

						stretch? Complete table in books. Lesson 6 – Check back KWL and complete L section. Lesson 7 – Assessment Quiz/(making slime?)
History	Great Fire of London	<p>I know when the Great Fire of London happened.</p> <p>I know why the Great Fire of London happened.</p> <p>I know the events the led up to the Great Fire of London (10 month drought).</p> <p>I know why the Great Fire of London was so ferocious, including how the fire was tackled.</p> <p>I know how London was rebuilt after the Great Fire of London.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Use information to describe the past.</p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p>	- talk about events beyond living memory that are significant nationally or globally.	<p>Great Fire of London</p> <p>Fire hook</p> <p>Drought</p> <p>Rebuilt</p> <p>Water squirts</p> <p>Leather buckets</p>	<p>Hook – build houses using nets and set fire to them?</p> <p>1) Look at different images from the Great Fire of London. Each group to have a different image. What do you think is happening? What words could you use to describe it? What can you see? Groups feedback their ideas to the rest of the class. What do you think we're going to be learning about?</p> <p>* mixed ability groups</p> <p>Discuss ideas and tell children about our topic. Introduce new vocab with images and discuss - complete red for said and green for mean. Complete KWL grid</p> <p>2) Re-cap vocab from last lesson and complete triad activity. Complete an UTS for The Great Fire of London - I know when TGFoL happened. I know why TGFoL happened - events leading up to it (10 month drought)</p> <p>3) Re-cap work from previous lesson and write own ideas in sentences. Look at information about why the fire was so ferocious</p> <p>*wooden houses</p> <p>*over crowding</p> <p>*dry weather</p> <p>Produce an information leaflet about how to prevent another fire at the same time – including how it was tackled</p>

			<p>Use a wide range of information to answer questions.</p> <p>Describe objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>			<p>4) I know how London was rebuilt after TGfOL Complete triad activity with information about the rebuilding – produce mind map with information 5) I can write an information text about TGfOL *English session</p>
DT	Textiles costumes for heroes	<p>I know how to follow a design criteria.</p> <p>I know how to select materials based on their characteristics.</p> <p>I know how to join different materials.</p> <p>I can evaluate a product against a design criteria.</p>	<p>I can cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p>	<p>Design purposeful, appealing, functional products based on design criteria</p> <p>Select from and use a wide range of materials and components according to their characteristics</p> <p>Evaluate their products against the design criteria</p>	<p>Textiles Sew Measure Fabric Attach Fit</p>	<p><b>Lesson 1:</b> Look at the key vocabulary. Chn use red for said and green for mean to explore the key vocabulary. Look at different super heroes</p> <p><b>Lesson 2:</b> Show the children different materials and explore the properties of the material. Look at the material and if they are warm, waterproof, stretchy. Children design their super hero costume and write an explanation why they have chosen the specific material for their costume. LA: support with writing their explanations.</p> <p><b>Lesson 3:</b> Children make their superhero costume. They attach Velcro as a fastening.</p>

						Lesson 4: children complete an evaluation sheet. They comment if their product matches their design and how they can make it better. LA- Sentence starters to help with their evaluation.
PSHE	Bullying	I can explain what bullying is and why it is wrong.  I know what to do if I experience bullying.	R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	Teasing Bullying Name calling Acceptable Unacceptable By-stander	PSHE- floor book including notes of discussion/ notes on what activities were completed/ what has been taught.  Evidence will include Knowledge true or false quizzes, picture maps, adverts acted out. Photographs of lessons.
RE	What is the gospel in the Christmas story?	I know the Christmas story. I know what the gospel is and why it is important I know how the shepherds were feeling. I can link the gospel to my own experiences.	Talk about some of the practices of Christians, Muslims and Jews.  Retell stories, suggesting meanings of sources of wisdom, festivals and worship.  Ask questions and give opinions about religions, beliefs and ideas.		Gospel Message Shepherd Angel Bethlehem Appeared	<b>Lesson 1:</b> Look at the key vocabulary with the children. Discuss what the words mean. Children create vocabulary mats. Create a KWL grid with the chn. Discuss what they already know and what they want to learn.  <b>Lesson 2:</b> Read the Christmas story to the children. Ensure that the chn know and understand the story. Discuss with the chn what a gospel is. Discuss why the gospel is important. Children write when they have felt afraid and when they have felt special. Link the story to their own experiences.  <b>Lesson 3:</b> Recap the Christmas story with the children again and discuss the gospel. Children act out the angel telling the shepherd. Discuss the feeling. Discuss what is good news and what is bad news.

						<p>Do the chn have news to share. Chn complete the activity of what could be good news for the world today.</p> <p><b>Lesson 4:</b> Chn complete the L section in the KWL grid and a reflection of what they have learnt.</p>
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Spring 1	Question: What toys did my grandparents play with?	High quality text:		Visit / Hook: Toy Day	Links to wider community : Grandparents Day	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science (Catherine)	Healthy Living	<p>I know the importance of exercise for humans.</p> <p>I know the different types of foods that make a balanced diet. (PSHE Lesson 5)</p> <p>I know the importance of hygiene. (Covered in PSHE Lessons 2, 3 and 4)</p>	<p>Identify, group and classify</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p>	<p>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Exercise Balanced Unbalanced Diet Healthy Hygiene</p>	<p><u>Lesson 1</u> – Create vocab mats and KWL grids. <u>Lesson 2</u> – Design a poster advertising the benefits of exercise. <u>Lesson 4</u> – Revisit KWL grid and complete Assessment quiz (after PSHE Lesson 5).</p>
History (Catherine)	Changes within living memory (toys and books)	<p>I know that some toys belong in the past and some are from present day.</p> <p>I know how the materials used to make toys have changed over the last 100 years.</p> <p>I know how the toys that my parents used are different to my own toys.</p> <p>I know how themes in books have changed over the past 100 years and can talk about my</p>	<p>Describe objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>- Talk about changes within living memory.</p>	<p>Material Features Value Purpose Modern Historic</p>	<p><u>Lesson 1</u> – Create vocab mats and KWL grids. <u>Lesson 2</u> – Look at and play with the touchstones ready to compare for next lesson. <u>Lesson 3</u> – Discuss the differences between modern and historic toys. Complete sorting activity for old and new toys. <u>Lesson 4</u> – Look at the sorting activity from last lesson. In groups, list the materials used to make old toys and new. How have they changed? Why do you think this is? Look at pictures of modern toys and list the materials. What do you notice?</p>

		own and my parent's favourite books.	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>			<p><u>Lesson 5</u> - Recap the changes we have looked at over the last 2 lessons. Discuss reasons for changes; technology, safety, materials, attitudes. Complete role play activity.</p> <p><u>Lesson 6</u> – Reading comprehension. And evaluation.</p>
DT (Vikki)	<p>Construction Materials - Toys from the past with mechanisms</p> <p>Technical Knowledge: Movement of simple mechanisms such as levers, sliders, wheels and axles</p>	<p>I know how to generate and develop ideas.</p> <p>I know how to evaluate a range of existing products.</p> <p>I know how to create a design criteria.</p> <p>I know which tools will be best for which task.</p>	<p>I can measure, cut and score with some accuracy.</p> <p>I can use hand tools safely and appropriately.</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Decorate Plan Card Scissors Image Piece</p>	<p>Lesson One: Vocab lesson Lesson Two:</p> <p>LO: I know how to generate and develop ideas.</p> <p>I know how to evaluate a range of existing products.</p> <p>What is a jigsaw? What do they look like? How do they work? Spend time (in</p>

		I know how to evaluate a product against a design criteria.		select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		<p>groups) investigating and using a variety of jigsaws. What is good about them? What helps you complete them? What might be even better? Complete evaluation sheet LA – word bank for discussions</p> <p>Lesson Three: I know how to create a design criteria. I know which tools will be best for which task.</p> <p>What would you like your own jigsaw to look like? What would it need to be made on? Would it work on paper or tracing paper? What will you use to create your jigsaw pieces? Design and label own jigsaw.</p> <p>Lesson Four: I can follow a design plan to create a product Create own jigsaws</p> <p>Lesson Five: I know how to evaluate a product against a design criteria.</p> <p>Look at each other's work and discuss – what's good about it? What would have made it even better? Complete evaluations. HA – because, but, if, when, exclamation marks, adjectives MA – because, but, if, Exclamations LA – and, because (inprint)</p>
PSHE (Laura)	Personal Hygiene	I know how to keep myself clean and healthy.		H7. how some diseases are spread and can be	Disease Germs	(7 weeks)

		<p>I can explain how and why we wash our hands.</p> <p>I know which household products can be harmful.</p>		<p>controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. H6. the importance of, and how to, maintain personal hygiene. H11. that household products, including medicines, can be harmful if not used properly. H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p>Clean Hygiene Personal prevent</p>	<p>Lesson 1: Vocabulary Lesson</p> <p>Lesson 2: Handwashing experiment – start the lesson with half of the chn having glitter on their hands. The children then have to shake hands and this will demonstrate how quickly germs are spread. Discuss what does this experiment show us? How could we stop the glitter spreading</p> <p>Outcome: Children to create a poster to explain what germs are and how to stop them spreading (catch it (tissue), bin it, wash it (hands))</p> <p>Lesson 3: Mindmap what diseases we know – cold, flu, chicken pox, stomach bug, nits, worms.</p> <p>How are these caused?</p> <p>Read / watch You tube of Dr Dog.</p> <p>Outcome: create an Dr's surgery advert for how to keep yourself clean and healthy - record</p> <p>Lesson 4: Watch video of correct hand washing. Children to practice this skills. Outcome: Pictures for floor book</p> <p>Lesson 5 (In Science book): Healthy diet and exercise: Start with sorting game where children sort foods into the categories.</p>
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						<p>Look at eatwell plate and talk about the importance of exercise.</p> <p>Outcome: design a healthy lunch box</p> <p>Lesson 6: medicines and harmful substances: Start with images of substances in the home. Circle the harmful ones.</p> <p>Discuss the fact that medicines help us, but having too much can be harmful.</p> <p>Outcome: Speech bubbles of discussions.</p>
R.E. (Nazrana)	How should we care for others and the world and why does it matter? (1.8)	<p>I know that people are unique and valuable.</p> <p>I know how Christians care for others by showing charity and compassion.</p> <p>I know how Muslims care for others.</p> <p>I know how The Golden Rule is an encouragement to care.</p>	<p>Talk about some of the practices of Christians, Muslims and Jews.</p> <p>Retell stories, suggesting meanings of sources of wisdom, festivals and worship.</p> <p>Ask questions and give opinions about religions, beliefs and ideas.</p>		<p>Valuable Unique Dr Bernardo Mother Teresa Good Samaritan, Neighbour</p>	<p>Lesson 1 – Vocab and KWL</p> <p><b>Lesson 2 - Should we care for everyone?</b> Discuss how each person is unique and valuable. Share Matthew 6:26 and discuss how people are more valuable than birds. Discuss how they feel when people are nasty and unkind. Give children an outline of a person and ask to write what makes a person valuable and unique. Play the song 'You are a star'. Talk about the song and how music cheers people up. Children write the next verse of the song.</p> <p><b>Lesson 3 – What do Christians believe about caring for people?</b> Talk to the children about next door neighbours and about being a good neighbour. What does it</p>

						<p>mean? Why do people who live close need to care for each other? What can we do to be good neighbours? Tell Jesus' story of the Good Samaritan.</p> <p>Act out a classroom version of this story- using the scenario of a classroom. Listen to the song build up. Chn make connections between the song and the story of the good Samaritan.</p> <p><b>Lesson 4 – How have some people shown they cared? How is the golden rule an encouragement to care?</b></p> <p>Use a story of Mother Teresa, Doctor Barnardo to illustrate how some people have shown their care to people in a very specific way. Bring out that it was their beliefs that inspired them to do the things they did. They were great encouragers. Ask the children who has encouraged them today? Who have they encouraged?</p> <p>Prepare a golden box. In the golden box place a scroll on which you have written the Golden Rule: 'Treat other people as you would like them to treat you.' Share with the children that there is one rule that both non-religious people and religious people share; some say it is the most important rule. Reveal and read the scroll. Discuss with the children what the rule means and what life would be like if people followed the rule. Share with pupils some of the entries of NATRE</p>
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						<p>competition  <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts">www.natre.org.uk/about-natre/projects/spirited-arts</a>          Set the children an artistic challenge. Can they create a picture that shows the Golden Rule being followed and either write or explain what their picture is about?</p> <p><b>Lesson 5</b> – Present your learning in a way of your choosing. Complete the L in KWL grid.</p> <p style="text-align: right;">R</p>
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Spring 2	Question: How old are the trees around us?	High quality text: Evie and the Wild Wood		Visit / Hook: Hopwood Woods	Links to wider community : Tree Planting/ Community service in local area	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Plants	<p>I know how seeds and bulbs grow into plants.</p> <p>I know what plants need to grow.</p>	<p>Use simple equipment to observe closely including changes over time</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Bulbs</p> <p>Mature</p> <p>Germination</p> <p>Store</p> <p>Survive</p> <p>Temperature</p>	
Geography	Fieldwork and observational skills – compass directions	<p>I know simple compass directions.</p> <p>I know how to describe locations on a map using compass directions</p> <p>I know how to draw an observational map using compass directions..</p>	<p>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> <p>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>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Compass</p> <p>Direction</p>	

Art	Drawing Gustav Klimt- Tree of Life	<p>I know about the work of Gustav Klimt.</p> <p>I know the different types of sketching pencil.</p> <p>I know a range of drawing techniques.</p> <p>I know how to recreate the Tree of Life using pencils.</p> <p>I know how I can improve as an artist.</p>	<p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines</p> <p><u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</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>Spiral Detail Pencil Hard Soft Lead</p>	
PSHE	Safety inside and outside the home Internet Safety	I know how to keep myself safe when using technology.	H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle	Internet Safety Technology Secrets Online Rail	(5 weeks) Lesson 1 : Vocabulary  Lesson 2: Safety Outside

		<p>I know when it is and isn't okay to keep secrets.</p> <p>I know who to go to when I need help.</p> <p>I understand the difference between secrets and surprises</p>	<p>tell' including knowing that they do not need to keep secrets.</p> <p>.</p>	<p>safety and safety in the environment, rail, water and fire safety.</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT.</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>Cycle Safety</p>	<p>Look at different 'danger zones' outside in the community inc roads, train lines, canal. Split into groups and explore ways to keep safe in each of these areas. Present to the rest of the class.</p> <p>Outcome: Photographs of presentations in floor books.</p> <p>Lesson 3: Fire Safety Look at what to do in the event of a fire. Use resources from <a href="https://www.cheshirefire.gov.uk/young-people/sparkton/resources-fire-safety-info-for-teachers">https://www.cheshirefire.gov.uk/young-people/sparkton/resources-fire-safety-info-for-teachers</a> To explore how to prevent fires and what to do if a fire happens at home.</p> <p>Outcome: draw a map of your home and create a fire safety plan with escape routes.</p> <p>Lesson 4: Secrets and Finding Help Recap from autumn term who is on our 'trust list' and who we can go to for help if needed. Discuss how we are all responsible for protecting each other and what to do if we are feeling worried. Recap the difference between nice secrets/surprises and secrets that should be shared. Outcome: In groups, read different scenarios/ questions and decide how you should answer using 'yes, no, I'll ask and I'll tell'.</p> <p>Lesson 5: Child – led. Independently share learning from this topic in own way.</p> <p><b>Internet Safety Day – see separate planning.</b></p>
R.E.	How do Christians celebrate Easter?	<p>I know what the Easter story is.</p> <p>I know what Christians do at Easter time.</p>	Talk about some of the practices of Christians, Muslims and Jews.		<p>Lent Resurrection Palm Sunday Good Friday Crucified Disciples</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p>

		I know why lent is important.  I can link the festival of Easter to my own life.	Retell stories, suggesting meanings of sources of wisdom, festivals and worship.  Ask questions and give opinions about religions, beliefs and ideas.			Lesson 4
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Summer 1	Question: If I were an explorer, where would I go?	High quality text: The Snail and the Whale/ Non- Fiction texts		Visit / Hook: Beach Visit	Links to wider community : Celebration of where we come from around the world	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Living things and their habitats	I know how to identify living things.  I know how animals are suited to their habitats.  I know why habitats are important for animals.	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum  Identify, group and classify	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.	Habitat Suited Needs Dependency Micro habitat Food chain	
History	Historical figures – Scott and Columbus	- I know who Christopher Columbus was and can talk about his early life. - I know Columbus was looking for a new route to the Indies. - I know when Columbus set sail, where he went en route and how he got	Understand and use the words past and present when telling others about an event.  Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.  Use information to describe the past.  Describe the differences between then and now.  Look at evidence to give and explain reasons why people in	Explore the lives of significant individuals in the past who have contributed to national and international achievements.	Christopher Columbus Route Indies Natives The Nina The Pinta The Santa Maria	

		<p>to his final destination.</p> <p>- I know that the <b>native peoples</b> of the Americas were treated very cruelly by Columbus and his men who exploited and enslaved them.</p>	<p>the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>Describe objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>			
DT	Food Technology Foods from around the world	<p>I know how different foods taste from around the world.</p> <p>I know where different ingredients come from.</p> <p>I know how to be hygienic when cooking.</p>	<p>How to use techniques such as cutting, peeling and grating</p> <p>Use basic food handling, hygienic practices and personal hygiene</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>	<p>Cook</p> <p>Meal</p> <p>Bake</p> <p>Hygiene</p> <p>Utensils</p> <p>Prepare</p>	

		I know how to prepare a dish from a different country.				
PSHE	Feelings	<p>I can describe and manage my feelings.</p> <p>I can recognise feelings in others.</p> <p>I know how to deal with loss.</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>R2. to recognise that their behaviour can affect other people</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>Loss</p> <p>Surprises</p> <p>Uncomfortable</p> <p>Anxious</p> <p>Afraid</p> <p>Joyful</p>	<p>5 weeks</p> <p>Lesson 1: Vocabulary</p> <p>Lesson 2: Dealing with feelings</p> <p>Sorting 'good' and 'bad ' feelings. Discuss what might cause these feelings and what we should do when we are feeling each emotion/ how we can turn negative feelings into positive ones. Outcome: create a list of things you can do to turn negative feelings into positive ones.</p> <p>Lesson 3: Loss Discuss different situations when we might experience loss – pets, moving home, toys, friends). Explain how these things might make us feel, how we can deal with them and also how we can help others deal with these things. Outcome: Record of discussion/ speech bubbles in floorbook.</p> <p>Lesson 4: Sharing feelings Discuss how our behaviour can affect other people. Role play different scenarios where somebody's behaviour causes a reaction in the other person (e.g someone snatches a toy and the other person goes to the teacher to tell tales). For each one – explain how the</p>

						<p>behaviour made the person feel. Explain how the behaviour could be changed. Explain how the reaction could be changed (e.g instead of telling tales, explain how it made you feel and resolve the problem by sharing).</p> <p>Outcome: photographs of role play.</p> <p>Lesson 5: Child – led. Independently share learning from this topic in own way.</p>
RE	<p>What does it mean to belong to a faith community? (1.7)</p>	<p>I know that belonging is an important part to our lives.</p> <p>I know how Christians show that they belong.</p> <p>I know how Muslims and Jewish show that they belong.</p> <p>I know how Muslims and Christians welcome a new baby,</p>	<p>Talk about some of the practices of Christians, Muslims and Jews.</p> <p>Retell stories, suggesting meanings of sources of wisdom, festivals and worship.</p> <p>Ask questions and give opinions about religions, beliefs and ideas.</p>		<p>Community Faith Baptism Belonging Calligraphy Challah bread</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p>

<b>Summer 2</b>	<b>Question:</b> If I were an explorer,	<b>High quality text:</b> The Snail and the Whale/ Non- Fiction texts	<b>Visit / Hook:</b> Beach Visit	<b>Links to wider community :</b> Celebration of where we come from around the world	
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Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Living things and their habitats	<p>I know the names of plants and animals in their habitats.</p> <p>I know what microhabitats are.</p> <p>I know how to draw a food chain and can explain it.</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Identify, group and classify</p>	<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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>	<p>Habitat</p> <p>Suited</p> <p>Needs</p> <p>Dependency</p> <p>Micro habitat</p> <p>Food chain</p>	
History	Historical figures – Scott and Columbus	<p>I know who Robert Falcon Scott was and can talk about his early life, including his Navy career.</p> <p>I know Scott undertook two expeditions to the Antarctic.</p> <p>I know how Scott was attempting to be the first person to reach the South Pole.</p> <p>I know about the team and equipment Scott was using to reach the South Pole.</p> <p>I know the events that led up to the death of Scott and his team.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p>	<p>Explore the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Explore events beyond living memory that are significant nationally or internationally.</p>	<p>Scott of the Antarctic</p> <p>Terra Nova Expedition</p> <p>Discovery Expedition</p> <p>Ernest Shackleton</p> <p>Motor sledge</p> <p>Frostbite</p> <p>Exposure</p>	

			<p>Use a wide range of information to answer questions.</p> <p>Describe objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>-</p>			
Geography	Seven continents, five oceans, natural features.	<p>I know the world's seven continents and can identify them on a map.</p> <p>I know the world's five oceans and can identify them on a map.</p>	Name and locate the world's seven continents and five oceans.	<p>name and locate the world's seven continents and five ocean</p> <p>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>Africa</p> <p>Nairobi</p> <p>Safari</p> <p>Swahili</p> <p>Agriculture</p> <p>Lake Victoria</p>	
Art	<p>Painting</p> <p>Beach Scenes</p> <p>Sally West</p>	<p>I know about the work of Sally West.</p> <p>I know how to create pastel colours.</p> <p>I know a range of painting techniques used by Sally West.</p> <p>I know how to paint in the style of Sally West.</p> <p>I know how to evaluate my design.</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster</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>Scene</p> <p>Landscape</p> <p>Pastel</p> <p>Bold</p> <p>Brushstrokes</p> <p>Figures</p>	
PSHE	Enterprise: Managing Money	I can explain how we use money.	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and	L6. that money comes from different sources and can be used for different purposes,	<p>Money</p> <p>Pounds</p> <p>Pence</p> <p>Wage</p>	<p>Lesson 1: Vocabulary lesson</p> <p>Lesson 2: Money</p>

		<p>I know why it is important to save money.</p> <p>I can discuss important events in the news.</p>	<p>offer their recommendations to appropriate people.</p>	<p>including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	<p>Purchase save</p>	<p>Talk about what money is used for. Sorting activity – most expensive to least expensive. Discuss how money is earned/ where it comes from.</p> <p>Outcome: Discuss savings and why they are important. Create a savings plan for the class where they will earn the money they need for their enterprise project and save it each week until they have enough to purchase what they need.</p> <p><b>Enterprise project based on topical events.</b></p>
RE	<p>What makes some places sacred? (1.5)</p>	<p>I know what a sacred place is.</p> <p>I know which place of worship is sacred for Christians.</p> <p>I know which place of worship is sacred for Jewish.</p> <p>I know which place of worship is sacred for Muslims.</p> <p>I know how places of worship are similar and different.</p>	<p>Talk about some of the practices of Christians, Muslims and Jews.</p> <p>Retell stories, suggesting meanings of sources of wisdom, festivals and worship.</p> <p>Ask questions and give opinions about religions, beliefs and ideas.</p>		<p>Synagogue Sacred Worship Mosque Church Torah Scroll</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p>