

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dates	5 th Sept – 21 st Oct	31 st Oct – 21 st Dec	5 th Jan – 10 th Feb	20 th Feb – 31 st March	18 th April – 26 th May	5 th June – 19 th July
No of weeks	7 weeks	7 Weeks & 3 Days	6 Weeks	5 Weeks & 2 Days	4 Weeks & 4 Days	7 Weeks & 2 Days
Launch Event						
Trip/Visit				Flag Fen or Ferry Meadows stone age trip		Seaside trip
English	<p><u>Writing</u></p> <p>Narrative – The Night Zoo – Literacy Shed</p> <p>Learning how to write a character introduction and a scene setting. We will be creating our own animal character and setting, using a video called 'The Night Zoo' to support us.</p> <p>Recount – A day in the life of school in the past</p> <p>Using our imagination to visit a school from the past, before writing a recount of what the school was like and what we did.</p>	<p><u>Writing</u></p> <p>Narrative – Christmas adverts</p> <p>We will be using Christmas television adverts to help us write an imaginative and magical Christmas narrative.</p> <p>Explanation - If you want to be healthy</p> <p>We will be writing an explanation text to tell people how they can be healthy.</p>	<p><u>Writing</u></p> <p>Narrative – Tiddalik</p> <p>We will explore the legend of 'Tiddalik' before writing our own legend.</p> <p>Persuasion - Visit the United Kingdom or/and visit our wonderful world</p> <p>We will write a persuasive letter, persuading someone/something to visit the United Kingdom or Our World</p>	<p><u>Writing</u></p> <p>Narrative – Alternative Fairy Tale</p> <p>We will use our knowledge of fairy tales to write an alternative fairy tale.</p> <p>Poetry/Riddle – What am I? Linked to Science and Geography</p> <p>We will write 'What Am I' poems, linked to our Science and Geography learning.</p>	<p><u>Writing</u></p> <p>Narrative – How Kangaroo got her pouch</p> <p>We will explore the traditional tale of 'How Kangaroo got her pouch' before writing our own traditional tale.</p> <p>Instructions how to make a stone age cave painting</p> <p>We will write instructions on how to make a stone age cave painting.</p>	<p><u>Writing</u></p> <p>Narrative – Ultra Kid and the Tornado</p> <p>We will explore the story of 'Ultra Kid and the Tornado' before writing our own Weather themed story.</p> <p>Non-chronological report – The Seaside, Then and Now</p> <p>We will write a non-chronological report, comparing the seaside of now and the seaside of the past</p>

<p>Maths</p>	<p>Number and Place Value Statistics</p> <p>We will focus on Place Value, Addition and Subtraction. The children will explore tens and ones, and adding or subtracting using two digit numbers.</p>	<p>Addition and Subtraction Number - Multiplication and Division</p> <p>We will continue our focus on Addition and Subtraction. The children will explore tens and ones, and adding or subtracting using two digit numbers. We will also be learning about the features of 2D and 3D shapes, including sides and vertices. We will use this knowledge to sort shapes. We will also be learning about money: we will learn how to recognise coins and notes, compare amounts and find totals, differences and change. We will then begin to recognise, make and add equal groups.</p>	<p>Multiplication and division Length and height</p> <p>We will recognise, make and add equal groups. We will solve multiplication sentences and use arrays to develop our understanding of multiplication. We will also explore doubles, 2 times table, 5 times table and 10 times tables, as well as dividing by 2 5 and 10.</p> <p>We will measure, compare and order lengths in cm and m.</p>	<p>Mass, capacity and temperature Fractions</p> <p>We will measure, compare and order mass in grams and kilograms and volume in litres and millilitres. We will start to explore temperature.</p> <p>We will recognise and find halves, quarters and thirds. We will look at non-unit fractions and unit fractions.</p>	<p>Time Statistics Position and direction</p> <p>We will learn to tell the time to the hour ,half hour, 5 minutes, quarter past and quarter to. We will also find and compare durations of time.</p> <p>We will also make tally charts, as well as draw and interpret pictograms.</p> <p>We will describe position, movement and turns.</p>	<p>Consolidation</p>
<p>Quality Texts</p>	<p><u>Reading</u></p>	<p><u>Reading</u></p>	<p><u>Reading</u></p>	<p><u>Reading</u></p>	<p><u>Reading</u></p>	<p><u>Reading</u></p>

	First book of animals	Beware of the story book wolves	Dear Greenpeace	Ug	Grace Hopper – computer programming	Questions and answers about plastic
	Lost and found	The day louis got eaten	Malala’s magic pencil	Mr Bunny’s chocolate factory	Sports heroes	That is not my hat
	Oi cat	The Little Red Hen – to link to Mr Wolf’s Pancakes	My name is not refugee	Space dog	The fire children	Seaside rescue
	The two grannies	#Goldilocks	Beegu	The way back home	The football ghosts	Mole in goal
	Meerkat mail	Goldilocks and just the one bear	One World Many Colours	Rocket boy	The finger eater	Holidays in the past
	I don’t like snakes	Trouble on Planet Christmas	Greta and the giants	A hundred and one daffodils		
	Gorilla	Froggy rescue		Slugs in Space		
	Animal stories	The Three Little Twisted Pigs		Kitty and the Skygarden		
	Little spook	The Last Wolf		Monster Rhymes		
	The twits	Rapunzel and the Billy Goats				
		Cinderella and the beanstalk				
		Snow White and the Enormous Turnip				

<p>Science</p>	<p>Animals including humans (Sc2, 2:3)</p> <p>We will learn about how animals, including humans, have offspring which grow into adults and learn about different life cycles. Then we will learn about how humans and animals have basic needs of water, food and air. Finally we will learn about the importance of exercise for humans, eating the rights amounts of different food types and hygiene.</p>	<p>Living Things and Habitats (Sc2, 2:1)</p> <p>We will compare the differences between things that are living, dead, and things that have never been alive. We will also explore which habitats are suited to which living things. We will identify and name a variety of plants and animals in their habitats, including microhabitats. We will also 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>Plants (Sc2, 2:2)</p> <p>We will plant seeds and observe them over time to describe and explain how they grow into mature plants. We will understand what plants need to survive and to stay healthy.</p>		<p>Uses of everyday materials</p> <p>We will learn about wood, metal, plastic, glass, brick, rock, paper and cardboard as materials, their uses and their suitability for different tasks. We will find out how some solid objects can be changed shape by squashing, bending, twisting or stretching based on what material they are made from.</p>
<p>Computing</p>	<p>Computing systems and networks – what is a computer?</p> <p>This unit explores exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and</p>	<p>Computing systems and networks – word processing</p> <p>Learn about word processing and how to stay safe online as well developing touch typing skills. Introduce important keyboard shortcuts, as well as</p>	<p>Creating media: Stop motion</p> <p>We will learn that an animation is made up of a sequence of photographs, that small changes in the frames will create a smoother looking animation and understand which</p>	<p>Data handling: International Space Station</p> <p>We will explore how astronauts survival needs are met aboard the ISS, and use our knowledge to design a display and create an algorithm that monitor</p>	<p>Programming 1: Algorithms and debugging</p> <p>We will learn what algorithms are, how to program them and how we can use loops to make our algorithm more efficient. We will do this using a</p>	<p>Programming 2 - Scratch Junior</p> <p>We will use Scratch Junior to create an animation, make a musical instrument, program a joke and explore the three little pigs algorithms.</p>

	designing their own computerised invention.	simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images. Options for both Google and Microsoft schools.	software creates simple animations and some of its features e.g. onion skinning.	needs on the ISS.	combination of unplugged and plugged-in activities.	Online Safety: Year 2 We will learn what online information is and how to keep our information safe. We will also explore online consent, online worries and reliability of online information.
R.E. – Peterborough Syllabus	1.9 What makes some places sacred To believers? We will discuss different religions – Christianity, Islam, Judaism, Buddhism, Hinduism and more, we will begin to understand their beliefs and why each religion has a place of worship. We will talk about the names of different places of worship. We will consider how lots of people have special places – not all of these are religious places.	Incarnation Why does Christmas matter to Christians? Digging deeper We will be learning why Christians celebrate Christmas and why it is important to them.	L2.7 What does it mean to be a Hindu in Britain today? We will learn about Hindu beliefs including deities and Gods and how Hindus show their faith within their families and communities and consider the value of taking part in Hindu communities on whether it is a good thing for everyone.	UC Salvation – Why does Easter matter to Christians? We will think about signs of Easter and new life before learning about how Easter is important to Christians and learn the Easter story and symbols of the Easter story in the world around them (hot cross buns).		UC Creation – Who made the world? Digging Deeper We will explore the story of Creation and discuss different beliefs about who made the world.
Art and Design	Drawing: Tell a story Using storybook		Sculpture and 3D: Clay houses Exploring the way clay	Printing – cave art. We will be using natural materials to	Craft and design: Map I out Responding to a design brief, children create a piece of art	

	illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.		can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.	paint Stone Age cave paintings, by adding in natural materials to paints.	that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials (felt making, recreating stained glass effects and adapting simple tile prints) and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	
Design and Technology		Sliders and levers – Christmas card Children will investigate how sliders and levers work and products in the world that use sliders and levers. We will the design, make and evaluate a project. Our project is 'To design, make and evaluate a card with sliders/levers for a family member for Christmas'.			Templates and Joining Techniques – Stone age/iron age clothes (weaving) We will design, make and evaluate a stone age item designed for younger children to play with. We will investigate fabrics, how to join them together and use some finishing techniques to complete the product.	Preparing fruit and Veg – We will design, make and evaluate a healthy seaside summer snack for seaside visitors to enjoy.
Music	African call and response song We will use instruments to represent animals,	Orchestral Instruments Christmas practice Children will learn about the instruments	Musical Me We will sing the song 'Once a Man Fell in a Well' and play it using			Myths and legends We will learn about graphic scores and how they can show a picture

	<p>copy rhythms, learn a traditional Ghanaian call and response song and recognise simple notation, before progressing to creating call and response.</p>	<p>in an orchestra and practise identifying these when listening to music. We will learn how different characters are represented by 'timbre', how emotions can be represented by 'pitch' and how changes in 'tempo' can convey action.</p>	<p>tuned percussion. We will add sound effects and experiment with timbre and dynamics. We will use letter notation to write a melody.</p>			<p>of the layers or texture of a piece of music. We will also explore 'Tintagel', which is an example of a symphonic poem, written by Arthur Bax in 1917.</p>
<p>Humanities</p>	<p>History: How was school different in the past?</p> <p>We will explore how schools were different in living memory, as well as the 1900s. We will then use our knowledge to compare similarities and differences between schools now and in the past.</p>	<p>Geography: Would you rather live in a hot or cold place?</p> <p>We will learn where the continents are, where the hottest and coldest places on earth are and what it is like in hot and cold places. We will then use our knowledge to decide if we would rather live in a hot or cold place.</p>	<p>Geography: Why is our natural world wonderful?</p> <p>History: How did mankind learn to fly?</p>	<p>History – Opening Worlds Stone Age How do we know about the Stone Age?</p> <p>In History we will learn all about the Stone Age 'How do we know about the Stone Age?'. We will learn about the hunters of Doggerland, hunter-gatherers, what pre-historic, Skara Brae, Stonehenge and how Stonehenge was built.</p>	<p>History – Iron Age and Bronze Age (Kapow)</p> <p>We will learn who the Amesbury Archer was by exploring archaeological evidence to investigate the Bronze Age, as well as discovering how the bronze changed life in the Stone Age. We will then learn how trade changed the Iron Age and compare the similarities and differences between settlements in the Neolithic and Iron Age.</p>	<p>Geography: What is it like to live by the coast?</p> <p>History: What were holidays like in the past?</p> <p>Geography field work – We will develop our map skills and compass skills, including using North, East, South and West in the context of our school.</p>

P.E.	<p>Multi-skills (outdoor) throwing, catching, jumping, running</p> <p>To develop the children's gross motor skills we will be working on balancing, climbing and using our different body parts on apparatus everyday.</p> <p>Gymnastics (indoor)</p> <p>We will also be working on multi skills which includes throwing and catching, running and jumping.</p>	<p>Team Games – tag rugby (outdoor)</p> <p>Tag rugby – we will work on use of space and using tactics to close each other down and begin to attack and defend.</p> <p>Boccia (indoor)</p> <p>Boccia – we will work as a team and think tactically about ball placement for this new game.</p>	<p>Health and fitness (outdoor)</p> <p>Health & Fitness – we will learn about why we should be active and lead a healthy lifestyle. We will work on ways to be active and come up with activities involving jumping, running, catching and throwing.</p> <p>Dance (indoor)</p> <p>Dance – we will move our bodies in ways to match the genre, beat and rhythm of the music.</p>	<p>Frisbee (outdoor)</p> <p>Frisbee – we will work on throwing and catching using a frisbee. We will learn about the difference between backhand and forehand throwing. We will work on our hand eye coordination to aim at targets.</p> <p>Dance (indoor)</p> <p>Dance – we will move our bodies in ways to match the genre, beat and rhythm of the music.</p>	<p>Athletics (outdoors & indoors)</p> <p>Athletics - we will focus on throwing and running using vortex and shot put. We will learn how to do a relay and participate in team games.</p>	<p>Kwik Cricket (outdoors)</p> <p>Kwik Cricket - we will learn how to play kwik cricket and the skills involved such as throwing, runs between wickets, catching the ball and hitting the ball</p> <p>Football (outdoors)</p> <p>Football – we will practise skills required in a football game such as dribbling, moving with the ball, passing, stopping the ball and shooting.</p>

P.S.H.E	<p>Introduction: Setting ground rules for RSE & PSHE</p> <p>Families and relationships</p> <p>Learning that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p>	<p>Health and Wellbeing</p> <p>We will learn about the benefits of exercise and relaxation on physical health and wellbeing, learn strategies for managing emotions, set goals, develop a growth mindset and understand dental hygiene.</p>	<p>Safety and the changing body</p> <p>We will developing understanding of safety: roads, medicines and an introduction to online safety, distinguishing secrets from surprises, name body parts and looking at the concept of privacy.</p>	<p>Citizenship</p> <p>We will learn about the rules, responsibilities and expectations in the school environment. We will also look at jobs in the local community that help the community and keep the area pleasant. We will learn to recognise and respect similarities and differences between people in the local community.</p>		<p>Economic wellbeing</p> <p>Learning about where money comes from, how to look after money and why we use banks and building societies.</p> <p>Transition lesson</p>
P/C Engagement Event	Art showcase and skills practise – linked to art unit of learning	Christmas performance	Why our world is wonderful posters and presentation	Easter art		Sports Day
Key Days	Harvest festival, Roald Dahl	Guy Fawkes, Diwali, Christmas,	Valentine’s day	Easter and Mothers’ day	Fathers’ day	Sports Day