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| **Learning Dispositions** | **Motivated** | **Resilient** | **Courageous** | **Curious** | **Collaborative** | **Reflective** |
| **Subjects/****Focus** | **Autumn 1**Once Upon a Time - Geography**6weeks 3days** | **Autumn 2**Flights of Wonder - History**7weeks 3 days** | **Spring 1**The Great Fire of London and the Plague - History**6weeks** | **Spring 2**Keeping HealthyLiving and GrowingScience - Plants, Animals, including humans**6weeks** | **Summer 1** ***Y2 SATS***Keeping HealthyLiving and GrowingScience - Plants, Animals, including humans**5weeks** | **Summer 2*****Y2 Phonics Screening***Ocean AdventuresScience - Living things and their habitats**7weeks 2 days** |
| **Topic Question** | Should you judge a book by its cover? | What goes up? | Can good things come from devastating events? | How can I look after myself? | Have you heard the ocean roar? |
| **Main & Secondary****Subject****Focus** | English and Geography DT:Sliders (maps)Art: journeys  | History and EnglishArt: Space texture,collage, colour mixing | History and ComputingDT (vehicles)  | Science and PSHE Art: observational | Science and PSHE  | Primary: Hisotry GeorgraphySecondary: Art lighthouse, DT (food) |
| **Assessment Focus** *Statutory, NFER, WR etc* | Initial Baseline assessments | Mock SATs | Mock SATs | SATs Prep | SATs | *Phonics Screening* |
| **‘Wow’ Starter** | Storyland Day | Inventors Day | Fire Day, baking bread | Morley Health Club | Post SATs Party | Seaside Day |
| **Final Outcome** | Children can retell a repertoire of stories and understand the key features. Children will have gained basic understanding of maps and compasses. | Children will have chronological awareness of the main technological advances in flight. Children will have gained an understanding of the key features of non-fiction texts. | Children can sequence key events and significant individuals. Children will design, construct and evaluate a moving vehicle.  |  Children will have gained an understanding of the basic needs for animals, including humans. | Plants, animals - TBC  |  Children will gain an understanding of how people are remembered. They can identify and name the five seas and seven continents. They can compare two different locations. |
| **Creative Provision***Arts & culture, community links etc* | Library publishing event  |  Christmas Performance | Fire burning event |  | Dream job letter- postbox delivery |  |
| **Trips & Visits** | Rock road library projectCommunity Week |  Duxford | London  |  Pond dipping  |  | Cromer  |
| **English** | NarrativeStory language linked with retelling T4W actionsplanningadverbs within speechgood bad characters, barrier story, adjectives story mapssequencing eventscharacter description (wanted poster)character/witness statement | Narrative/NFT4W Stuck, way back homeNF flight text - I wonder planes have wingsHistory link(Amelia Earhart book - via Becky)Duxford Recount on Chromebooks | InstructionsSequencing historical eventsDiary entriesVladRecount of the trip on aged paper with ink | Poetry - tongue twisters, performance poetry, Reading test prepNF Texts - using index glossary dictionary digital literacy | NFRecount writing 1 event from holidaysMinibeast poetryMock Reading PapersWriting BingoNF Report on MinibeastMidnight Gang - writing dream, comprehension questions and character description | LHKL - rewriting storyGD - NF texts, newspaper report (Computing link)Hello Lighthouse - recountMessages in bottlesTransition letter writing |
| **Class Texts: Core Books or Visual Text** | Variety of traditional and twisted tales.True story of the 3 LPs.Guided Reading book - Hansel and GretalThe Big Bad BookThe true story of the pigs |  ‘Stuck’ ‘Way back home’ - to resource non-fiction textsNF Guided reading book on flight |  ‘Vlad’ ‘Fire!’NF Guided reading book on the fire | Non-fiction healthy text- to resource non-fiction texts |  ‘Midnight Gang’NF on Minibeasts | ‘The lighthouse keepers lunch’‘Hello Lighthouse’ |
| **Whole school extended writing task** | Jungle narrative (based on an image of a bridge) | Winter poems based on an image (for Christmas Bazaar display) | Narrative based on an image<http://www.pobble365.com/raining-diamonds/> | Book review - Read it Again | Narrative based on an image (for Summer Fete display) | Words of wisdom - letter to the next year group |
| **Phonics***EY & KS1* | Phase Five Review | Phase Five Review |  |  | Phonics Screening | Phonics Screening |
| **Spelling / Grammar** | adverbs, speech, adjectives, noun phrases, sentence types - commands, statement, questions, exclamations | silent letters g,k, w(h), w(r), homophones two to too, hear, sunplurals/i/ spelt isingular to plural nounsirregular pluralsverb suffixes -s -es -ed -ingcontractions  | OLD AUTUMN 1 | SPAG SATs Tests prepPLuralsSilent letters gn kn wr wh homophones two too to, new knewadding -ing -ed to verbsadding -er to nouns | SPAG SATs Tests3rd person singular verb endingsalt spellings for /ch grapheme/u/ wordssilent lettersplurals reviewsuffixes -ful -less -ly | Suffixes -ment -ness Compound words - nounsRevise homophonesPlurals and apostrophes for contractions |
| **Maths****White Rose SoW** *inc end of unit assessments* | Place Value Addition and Subtraction | Measurement: MoneyMultiplication and Division | Multiplication and DivisionStatisticsGeometry: properties of shape | GeometryFractionsMeasurement: Height and Length | Geometry: Position and DirectionMeasurement: Time**SATs** | Measurement: mass capacity and temperature |
| **Science** |  | Everyday materials |  | Animals including humans | All living things plantsPlants and animals/habitats |  |
| **Computing***discrete & embedded* | E-safety lessons; DigimapsInternet searching; word processing; programming;  |
| **Design & Technology** | Sliders |  | Vehicles |  |  | Food - food groups, sandwich fillings, balanced diet |
| **Art** | Journeys - Miro and Hundterwasser | Space |  | Observational art |  | Hello lighthouse ocean paintingsColour mixing, texture, pattern |
| **History** | Geographical and FIeldwork skills: Compass directions, different between human and physical features, using a key, applying skills.  | Flights of wonder WOW day, inventors, significant people,chronological events, comparing events |  |  |  | Grace Darling, different ways of showing historical events |
| **Geography** | Map skills - compass directions, using a key, human and physical features, creating own maps |  |  |  |  | Maps - names of oceans, continents, equator and poles, focus study on Cambridge and contrasting locations Japan (TBC) |
| **Music**Ongoing singing assembly | CharangaHands Feet Heart | Charanga BabuszkaChristmas Performance | CharangaGlockenspiel Stage 1 | CharangaI Wanna Play in a Rock Band | CharangaZootime | Morley SoW: Musical Pictures  |
| **RE Cambs Agreed Syllabus** | Fasts and Festivals | Fasts and Festivals | Cambs AS Jesus Teacher and Leader Double Unit Part 1 | Cambs AS Jesus Teacher and Leader Double Unit Part 2 | Sikh Family; Stories and Symbols; Self and Community | Sikh Family; Stories and Symbols; Self and Community |
| **Outdoor P.E.** | Fundamentals 1 | Fundamentals 1/2 |  | Fundamentals ABC Continued Hockey | Games: Striking and Fielding Fundamentals 3 | Sports Day |
| **Indoor P.E.** | Time to move: Alice in wonderlandGymnasticsPoints of contact(Book 1) | Gymnastics Ball, Tall, WallBook 2 (time permitting with Christmas performance) | DanceScheme - Fire of London(Book 1) | Fitness test: link to healthy lifestyles (baseline, practice, final) | Gymnastics Ball, Tall, WallBook 2  | DanceMagical Friendships (Book 2) |
| **P.S.H.E.** **Cambs PDP****Year A 19-20****Year B 20-21** | **Myself and My Relationships:** Beginning and Belonging 4**Healthy and Safer Lifestyles:** Healthy Lifestyles 7 (revisited in Spring) | **Myself and My Relationships:** Family and Friends 6(and Anti-bullying Week 11-15th November) | **Healthy and Safer Lifestyles:** Personal Safety 9**Healthy and Safer Lifestyles:** Managing Risk 4 | **Citizenship:** Diversities and Communities 4 | **Economic Wellbeing:** Financial Capability 1 | **Healthy and Safer Lifestyles:** Sex and Relationships Education 6**Healthy and Safer Lifestyles:** Sex and Relationships Education 10 |
| **Long term home learning (KS2)** |  |  |  |  |  |  |
| **Independent****Core Skills****Opportunities***e.g. role play in EY & KS1, learning environment, opportunities for children to access curriculum topics independently etc* |  |  |  |  |  |  |