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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 Healthy  Living and Growing  Science - Plants, Animals, including humans  **6weeks** | **Summer 1**  ***Y2 SATS***  Keeping Healthy  Living and Growing  Science - Plants, Animals, including humans  **5weeks** | **Summer 2**  ***Y2 Phonics Screening***  Ocean Adventures  Science - 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 English  Art: Space texture,collage, colour mixing | History and Computing  DT (vehicles) | Science and PSHE  Art: observational | Science and PSHE | Primary: Hisotry Georgraphy  Secondary: 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 project  Community Week | Duxford | London | Pond dipping |  | Cromer |
| **English** | Narrative  Story language linked with retelling T4W actions  planning  adverbs within speech  good bad characters, barrier story, adjectives story maps  sequencing events  character description (wanted poster)  character/witness statement | Narrative/NF  T4W Stuck, way back home  NF flight text - I wonder planes have wings  History link  (Amelia Earhart book - via Becky)  Duxford Recount on Chromebooks | Instructions  Sequencing historical events  Diary entries  Vlad  Recount of the trip on aged paper with ink | Poetry - tongue twisters, performance poetry,  Reading test prep  NF Texts - using index glossary dictionary digital literacy | NF  Recount writing 1 event from holidays  Minibeast poetry  Mock Reading Papers  Writing Bingo  NF Report on Minibeast  Midnight Gang - writing dream, comprehension questions and character description | LHKL - rewriting story  GD - NF texts, newspaper report (Computing link)  Hello Lighthouse - recount  Messages in bottles  Transition 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 Gretal  The Big Bad Book  The true story of the pigs | ‘Stuck’ ‘Way back home’ - to resource non-fiction texts  NF 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, sun  plurals  /i/ spelt i  singular to plural nouns  irregular plurals  verb suffixes -s -es -ed -ing  contractions | OLD AUTUMN 1 | SPAG SATs Tests prep  PLurals  Silent letters gn kn wr wh  homophones two too to, new knew  adding -ing -ed to verbs  adding -er to nouns | SPAG SATs Tests  3rd person singular verb endings  alt spellings for /ch grapheme  /u/ words  silent letters  plurals review  suffixes -ful -less -ly | Suffixes -ment -ness Compound words - nouns  Revise homophones  Plurals and apostrophes for contractions |
| **Maths**  **White Rose SoW** *inc end of unit assessments* | Place Value  Addition and Subtraction | Measurement: Money  Multiplication and Division | Multiplication and Division  Statistics  Geometry: properties of shape | Geometry  Fractions  Measurement: Height and Length | Geometry: Position and Direction  Measurement: Time  **SATs** | Measurement: mass capacity and temperature |
| **Science** |  | Everyday materials |  | Animals including humans | All living things plants  Plants and animals/habitats |  |
| **Computing**  *discrete & embedded* | E-safety lessons; Digimaps  Internet 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 paintings  Colour 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 | Charanga  Hands Feet Heart | Charanga  Babuszka  Christmas Performance | Charanga  Glockenspiel Stage 1 | Charanga  I Wanna Play in a Rock Band | Charanga  Zootime | 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 wonderland  Gymnastics  Points of contact  (Book 1) | Gymnastics  Ball, Tall, Wall  Book 2 (time permitting with Christmas performance) | Dance  Scheme - Fire of London  (Book 1) | Fitness test: link to healthy lifestyles (baseline, practice, final) | Gymnastics  Ball, Tall, Wall  Book 2 | Dance  Magical 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* |  |  |  |  |  |  |