

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National & School Events		Black History Month Harvest Celebration	Anti-Bullying Week Road Safety Awareness Week Remembrance Day Christmas Children in Need	Number Day Safer Internet Day Children's Mental Health Week	Science Week Book Week Autism Awareness Week Red Nose Day	Mental Health Awareness Cultural Diversity Week	Sports Week Summer Fair
		Core Learning values: <i>Excellence Resilience Respect</i>		British Values: <i>Democracy Mutual Respect Individual Liberty The Rule of Law Tolerance of those of different</i>		<i>Faiths & Beliefs</i>	
Reading	Reading Threshold Concepts: Reading widely and often Developing fluency Construct meaning Reading discussions Wider world	Phonics End of Autumn term ARE: Know Set 2, read and spell Set 3, blue books (complete)/Grey Books (1-5) Guided Reading : Moth	Phonics End of Autumn term ARE: Know Set 2, read and spell Set 3, blue books (complete)/Grey Books (1-5) Guided Reading: Diversity of Life on Earth	Phonics End of spring term ARE: Know Set 2, read and spell Set 3, grey books /complete RWI Guided Reading: Boundless Sky	Phonics End of spring term ARE: Know Set 2, read and spell Set 3, grey books /complete RWI Guided Reading: Great Fire of London	Phonics End of Summer term ARE: Writing Programme Guided Reading: Message from the Moon	Phonics End of Summer term ARE: Writing Programme Guided Reading: The Glass Maker's Daughter
Writing	Writing Threshold Concepts: Communicate Spelling Organise information and ideas Vary sentence structures Handwriting Revise and evaluate	Creative Writing – Information about me picture book project	Creative Writing – Story picture book project	Creative Writing – Information picture book project	Creative Writing – Poetry project	Creative Writing – Memoirs picture book project	Creative Writing – Story book - I love your book project
Maths	Threshold Concepts: Fluency Reasoning Problem Solving	Number and Place value: Up to 100 Numbers: Addition and Subtractions Numbers: Multiplication and division of 2,5,10 Measurements: Length, mass, Temperature		Numbers: Reasoning Measurements: Money Geometry: properties of 2d and 3d shapes Fractions: Fractions		Statistics: Picture Graph Measurements: Time and Volume Review and revisit	
Science	Threshold Concepts: Structures and function Cause and effect Variation, diversity and change Scientific processes and methods	Animals including humans Seasonal changes - Autumn Cause and effect – To know the effects on the body where a human lacks access to their basic needs. Variation, diversity and change – Looking at animals and their offspring and looking for similarities and differences Scientific processes and methods – measure using a stopwatch	Living things and their habitats Structure and function – Identify and describe different habitats and animals that live within them. Variation, diversity and change – diversity within a habitat and variation between habitats. Scientific processes and methods – comparisons and observations. – research	Using everyday Materials Seasonal changes - Winter Cause and effect – The effect of different properties of everyday materials. Variation, diversity and change – Explore the properties of everyday materials Scientific processes and methods – group materials- Investigate whether materials are waterproof (fair test)	Plants Structure and function – Explore seeds and bulbs Variation, diversity and change – observe changes in bulbs and seeds as they grow Scientific processes and methods – investigate a plants need for water, light, and a suitable temperature (observation over time)	Living things and their habitats Cause and effect – Explain how habitats provide for the basic needs of different animals and plants Variation, diversity and change – Explore the variations between habitats Scientific processes and methods – Create food chains - research	Using everyday materials Cause and effect – The effect on material where they are manipulated. Variation, diversity and change – look at the difference between materials and how they can be manipulated. Scientific processes and methods – sort materials using a Venn diagram and carol diagram - Investigate the strength and size of magnets (Pattern seeking)
Art	Threshold Concepts: Develop ideas- Media Master techniques - Visual Element Take inspiration from the greats	Media: Drawing / Collage Fish Circus Artistic process - To control types of mark making with a range of media Master technique on shading, thick, thin lines from observation (line, shape, and form) Take inspiration from the greats: Eileen Agar		Media: Sculpture 3D Insect Artistic process - To produce a simple sketch of ideas with experience and imagination. To explore a variety of materials and experiment with joining and constructing with understanding of the skill applied. Master technique on cutting, rolling, layering, shape, line, texture, geometric Take inspiration from the greats: Damien Hirst, Henry Moore, Dennis Oppenheim, Jan Van Kessel, Lucy Arnold		Media: Painting Floral Artistic process- To know how to use primary colours to make secondary colours Begin to describe colours by linking them to objects for example 'raspberry and pink', 'sunshine and yellow' Show that several tones of a primary colour are possible by mixing the colour with different amounts of white, as well as darkening a colour without the use of black. Master technique in using watercolours to create different tones from primary/secondary colours and explore shades and tints and understand the use of consistency (colour, value, and tone) Take inspiration from the greats: Artists – Elizabeth Blackadder and Hilma AF Klint	

DT	<p>Threshold Concepts: Master process of design and be Innovative Take inspiration from design throughout history and draw upon core disciplines Health & Well-being</p>	<p>Cooking and nutrition - Vegetable Based Salad MASTER PROCESS OF DESIGN AND BE INNOVATIVE Designing – Review learning from Year 1. Consider how these salads are made up - balance of nutritional content. Investigate the range and combinations of vegetables used. Explore taste profiles and impact of raw vs cooked ingredients. Making – create a salad that fits the user criteria and purpose of the design brief. Develop skills in food preparation and awareness of safety when utilising sharp equipment. Evaluating - Taste and evaluate product against criteria of project brief. Identify areas of improvement and/or modification. HEALTH & WELL-BEING Know how to eat a healthy and varied diet. Discussion of food allergies and intolerances. Prepare food knowing the importance of following hygiene rules such as washing their hands, wearing an apron and tying long hair back Use a chopping board and make sure the fruit is flat on the board. Use the techniques such as the claw and the bridge to cut safely.</p>		<p>Mechanisms - Rotating Penholder MASTER PROCESS OF DESIGN AND BE INNOVATIVE Designing - Investigate the use of wheel and axle mechanisms in mobile structures. Consider how materials are joined effectively and choice of materials for specific purposes. Making – Use a variety of frame and shell structure techniques to build a container for a specific purpose. Test for strength and rigidity. Evaluating - Evaluate product against user criteria and project brief. Identify suitable modifications/adaptations.</p>		<p>Textiles - Hand Puppet MASTER PROCESS OF DESIGN AND BE INNOVATIVE Designing - explore a variety of fabrics and their properties. Investigate methods of joining and suitability of join. Research features and techniques that provide desirability to the user. Making - Develop knowledge and skills in a variety of sewing techniques and styles. Recognise and work with care to ensure stitching is neat and of an appropriate tension. Utilise a variety of features which adds to the product aesthetically. Evaluating - Evaluate product against user criteria and project brief. Identify suitable modifications/adaptations. TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY AND DRAW UPON CORE DISCIPLINES Explore the use of fabric materials in toys and how this application has changed over the years. Investigate the user group in which such toys are likely to be made for and the reasons why.</p>	
Computing	<p>Threshold Concepts: Code Connect Communication Collect</p>	<p>We are Astronauts (2.1) Programming Code- Program object to move Connect- Understand what terms and conditions of websites are - explore Scratch community Communicate- Identify potential errors and explain debugging Collect- Retrieve saved content</p>	<p>We are Game Testers (2.2) Computational Thinking Code- use logical reasoning to make predictions of what a program will do Connect- Think critically about computer games and their use Communicate- Describe carefully what happens in computer games Collect- Awareness of how to use games safely and in balance with other activities.</p>	<p>Safer Internet Day activities Digital Literacy Connect- Creating safe passwords Explore how to stay safe online Explore dangers online Communicate- Explain dangers of sharing passwords What digitally responsible citizen looks like Identify when to request help</p>	<p>We are Photographers (2.3) Creativity Connect- Manipulate photos Edit and enhance their photograph Communicate- What to do if there are concerns of images encountered online Collect- Use a digital camera or camera app</p>	<p>We are Researchers (2.4) Computer networks Connect- What is a digital footprint Communicate- Respecting others ideas Collect- Saving data on multiple platforms</p>	<p>We are Detectives (2.5) Communication/Collaboration Connect- Develop skills in opening, composing and sending emails Become aware of e-safety issues when using email Communicate- Use appropriate language in emails Collect - Gain skills in opening and listening to audio files on the computer</p>
History / Geography	<p>History Threshold Concepts: Contribution to the Wider World Achievements Civilisation Education Medicine Hierarchy Technology Empire</p> <p>Geography Threshold Concepts: Investigate Space & Location Investigating Patterns & Changes Investigating Scale & Size Investigating Sustainability</p>	<p>Geography Investigating Our World Investigating Space and location Use an atlas to accurately locate the continents and oceans of the world. Locate hot and cold areas of the world. Use and follow simple compass directions (NESW). Investigating Patterns and Change Use aerial photographs and satellite images to recognise basic human and physical features Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. Compare and contrast the human and physical features of the main continents of the world. Investigating scale and size Understand that the world is spherical. Investigating Sustainability Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>	<p>History Nurturing Nurses Civilisation - Key features of this period Contribution to the wider world- Britain – Florence Nightingale and Mary Seacole contributions, how has advanced in medicine changed the world? Achievements - Florence Nightingale and Mary Seacole Achievements, achievements of MS as a black nurse and also discrimination she faced. Technology - Hospital technology changes Medicine - How medicine was changed by Florence Nightingale. What other treatments were used? Epidemics during this time: typhus, typhoid, cholera and dysentery.</p>	<p>Geography The United Kingdom Investigating Space and location- Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Investigating Patterns and Change-Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Investigating scale and size 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. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Investigating Sustainability Express own views on the environment and give reasoned explanations for improvements.</p>	<p>History Fire Fire! Civilisation - Key features of this period Contribution to the wider world- Britain - How did Great Fire of London change our society/ houses? Achievements - How did we learn from Great Fire of London? Technology - How has technology changed?</p>	<p>Geography Safari Time Investigating Space and location Draw a map of Kenya and locate the capital city, some main cities and oceans. Use an atlas/globe to locate accurately places and landmarks in Kenya. Explain where Kenya is located in the world and find Kenya on a world map or globe. Investigating Patterns and Change Understand what some aspects of Kenyan life are like. Identify the features of a national park and begin to explain the difference to a game reserve. Describe some differences and similarities between Kenya and the UK. Investigating scale and size Draw a map of a national park and begin to consider the location of key features. Investigating Sustainability To ask geographical questions – Where is it? What is this place like? How near/far is it? Identify animals that live in Kenya and begin to explain the concept of ‘endangered species’. Begin to understand the importance of tourism to Kenya.</p>	<p>History Wish you were here! Civilisation - Key features of this period Achievements - How has technology changed in order for our holiday destinations to change? Technology - How have toys and holidays changed?</p>

Music	Threshold Concepts: Performing Composing Notating Appreciation	Rhythm or pulse Song Structure Performing rhythm patterns. Appreciating and describing rhythms in music Notation- One dot, two dot represents one sound, two sounds	Pitch Composition and Perform Composing with body percussion sounds to create sequences of music Appreciating and describing sounds and visual patterns in a piece of music in Canon Notation- organising sounds in a line on a grid.	Sequencing Patterns Musical Character Composing patterns and sequences of sounds. Appreciating and describing how music makes us feel Notating rhythm sounds as lines and dots Performing vocally in different styles Performing the group compositions for the class.	Sounds and Symbols Musical Structure Composing music by organising sounds to create ‘an ending’. Appreciating and describing music which has repeated patterns Notating - Reading notated sounds traditionally as ta and tete	Changing Pitch and Tempo Appreciating and describing music according to how high or low, or how fast or slow the music goes. Notating -Reading notated sounds traditionally as ta and tete	Perform, Dynamics & Appreciation Appreciating and describing music according to volume. Appreciating and describing music according to preference. Performing in a singing competition as a class
PSHE	Threshold Concepts: Identity Relationships Well-being	Being Me in My World Identity- Learn to take more responsibility for their learning and become resilient when faced with challenges Relationship- Understand how to see views/opinions from different perspectives Wellbeing- Explore self-worth	Celebrating Difference Identity- Understand gender stereotypes and gender diversity Relationship- Explore the importance of making & maintaining Friendship Wellbeing - Resolve simple arguments and resist bullying	Dreams and Goals Identity- Identify skills needed to work effectively as a team member Relationship- Learn to build on each other’s skills when working as a team Wellbeing- Understand how to persevere when faced with challenges	Healthy Me Relationship- Compare own and peer’s choices and feelings when making healthy and safe choice Wellbeing- Explore the importance of a healthy mind (relaxation)	Relationships Identity- Understand how they fit within a family setting Relationship- Know and identify what to do if certain relationship makes them feel uncomfortable Wellbeing- Understand the consequences of good and bad secrets	Changing Me Identity- Explain the difference between male and female body part using correct terminology Wellbeing - Prepare for transition from year 2 to year 3
RE	Threshold Concepts: Belonging and Identity Self-Reflection Change Celebration Tolerance	Why did Jesus tell stories? Self-reflection- To understand the stories told by Jesus were to teach people about God	Why are different books special for different people? Tolerance- To understand that each religion worships differently.	What can stories teach us about peace? or What can stories teach us about forgiveness? Tolerance- To understand that each religion worships differently.	Why is Easter important to Christians? Celebration- To understand the purpose of celebrating Easter	How does special food and fasting help people in their faith (all religions)? Self-reflection- To be reflective and grateful for what we have as opposed to those less fortunate than us Places of Worship- Mosque	Where did the world come from and how should we look after it? Belonging and Identity- To understand that different religions have their own view point on how the world came into existence Tolerance- To understand different viewpoints on how the world was created
PE	Threshold Concepts: Movement Tactics & Strategies Personal & Social Skills Leadership Healthy Life Style	Multi Skills – Ball Skills Movement – Developing good awareness of space and the movements and actions taking place around them. Personal & Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser. Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games. Tactics and Strategies - Decide where to stand to make it difficult for their opponent.	Gymnastics Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Dance (The Great Fire of London) Curriculum Link) History Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Tennis (Net and wall games) Movement - show awareness of opponents and teammates when playing games by moving in to space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Leadership – How to make early decisions about the skills and tactics to use when playing games. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	Games: Performances and skill related games Movement - show awareness of opponents and teammates when playing games by moving in to space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Leadership – How to make early decisions about the skills and tactics to use when playing games. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics. Orienteering Cross curricular - Geography	Athletics / Sports Day Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility of their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.