

2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonderful Water	Fire and Light		Life		
Literacy – Text Focus	A range of fiction, non-fiction and poem texts relating to our topic.	A range of fiction, non-fiction and poem texts relating to our topic.		A range of fiction, non-fiction and poem texts relating to our topic.		A range of fiction, non-fiction and poem texts relating to our topic.
Drama opportunities	Re-enacting story of Grace Darling to support sequencing of events. Role playing different characters from fiction texts. Using drama to retell and sequence stories.	Use of drama to create own experience of living through Great Fire Of London –support diary writing.		Retell of fiction texts using drama.		Use of role play to re-enact fiction and non-fiction texts.
Maths	Wk 1-4 Place Value Wk 5-8 Addition and Subtraction	Wk 8-9 Addition and Subtraction Wk 10-14 Shape	Wk 1-2 Money Wk 3- 6 Multiplication and division Wk 6 - Length and height	Wk 7 - Length and height Wk 8- 10 - Mass capacity and temperature Wk 11- Fractions	Wk 1-2 Fractions Wk 3 - 5 Time Wk 6 -Statistics	Wk 7 statistics. Wk 8 - 9 Position and direction Wk 9 - 11 Consolidation
Science	<ul style="list-style-type: none"> <li>•Choosing materials</li> <li>•Identifying everyday materials.</li> <li>•Properties of Materials - good idea/bad idea</li> <li>•Properties of materials - setting up a fair test to see which material is best to make a sleep mask and a treasure chest.</li> </ul>	<ul style="list-style-type: none"> <li>•Changing Materials – shaping up. (Freezing/heating/burning)</li> <li>Use of forces to change the shape of materials- push, pull, twist, stretch, squash, bend.</li> </ul>	Growing up – How do we change as we get older? How have we changed since we were born?	Growing Healthy Plants – Planting seeds, predicting what will happen and how they will grow. What do plants need to grow and be healthy? Setting up tests to establish what plants need to grow	Local Habitats –identifying habitats, what do animals eat? Food chains. How do habitats fit the needs of the animals that live in them.	
ICT	I.T around us Collect information Import pictures Type and edit information Save, print and retrieve work (create an information leaflet)	Digital Photography Learning to use IT to take photos, edit images, improve images and recognise that images we see may not always be real	Digital music Use a computer to make music, compare making music digitally and non-digitally. Look at patterns and purposefully create music.	Pictograms Look at the term data and understand how data can be collected and recorded in a tally chart. Organise data, create pictograms and block graphs. Use the data presented to answer questions.	Robot Algorithms Understanding of sequencing of instructions. Learn how the order of instructions affects the outcome. Design algorithms and test them in programmes.	Programming quizzes Building on use of Scratch in Year 1. Understand that sequences of commands have an outcome and make predictions based on their learning. Create own quiz questions in Scratch Jnr and evaluate their work.
History	<p><b>Historical Figures –</b> Grace Darling – Lighthouse rescue. Explore why she was famous and the sources of evidence to find out about historical events.</p> <p><b>Historical Figures –</b> Guru Nanak. Why was Guru Nanak famous? Find out about his early life and how he started a new religion. To know some of the lessons that he taught and to know what impact he had on the world. Link to Geography</p>		<p><b>Great Fire of London</b> Samuel Pepys – diary as a source of information Why did the Great Fire burn down so many buildings? How did people manage to live through the Great Fire? How shall we rebuild London? How can we work out how the fire started? What actually happened during the Great Fire and who can we know for sure 350 years later? Making a small town to burn</p>			<p><b>Significant Explorers</b> <u>Scott of the Antarctic</u> To understand the key events of Scott’s expedition. To draw conclusions about why Scott’s expedition failed. <u>Ernest Shackleton</u> To learn key facts about Ernest Shackleton and know who he was. To understand the route that he took on his journey. <u>Ibbn Battuta</u> To know who Ibbn Battuta was and where he explored. To draw contrasts between the explorers and the conditions</p>

						under which they undertook their expeditions and the differing time periods that they lived in
Geography		<p><b>Mountains Rivers and Coasts</b> Use basic geographical vocabulary to refer to key physical features, including: river, cliff, coast, sea, ocean. Use world maps, atlases and globes. 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><b>Villages, Towns and Cities</b> Use basic geographical vocabulary to refer to key human features Understanding the change in scale between them. Use basic geographical vocabulary to refer to key human features. Devise a simple map and use and construct basic symbols in a key.</p>	<p><b>Learning about India – Punjab region (non-European study)</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>		<p><b>Hot and Cold Places –</b> Characteristics of desert, polar, rainforest and woodland. Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use globes and atlases to identify the locations of the countries, continents and oceans studied. Link to locations of Habitats and Microhabitats (Science).</p>	
DT		<p><b>FOOD (preparing fruit and vegetables)</b> Chilli based recipe- exploring tools for each type of food preparation. Who are making it for? What will we use? Evaluate end product.</p>	<p><b>MECHANISMS (Wheels and axles)</b> Fire engines Design and make a fire engine that can move.</p>		<p><b>TEXTILES (Templates and joining techniques)</b> Glove puppets from a traditional tale</p>	
Food for Life	Fruit lollies – link to Science – changing materials.	Chilli based recipe.	Bread making		Making smoothies Bean salad	Growing and tasting salad leaves.
Art	Colour Mixing – Mary Cassatt artist focus.	3d Artwork – Christopher Gryder artist focus. Clay	Drawing techniques – Steven Wiltshire artist focus.	Block printing – Andy Warhol artist focus.	Drawing and painting techniques – Sean Briggs artist focus	Collage – combining drawing and photography – Ben Giles artist focus
PE	Outdoor P.E weather permitting, if needed changed to Indoor P.E – led by Premier Education coaches.					
	Throwing and catching.	Aiming and hitting a ball.	Dribbling, kicking and hitting a ball.	Group games and inventing rules.	Fitness Trails	Athletics.
	Indoor P.E					
	Dance	Gymnastics	Dance	Gymnastics	Net and wall	Team Building
RE	<p><u>Who is a Muslim and how do they live? Part 1</u> Beliefs and celebrations from Muslim faith, The Qu’ran, Prophet Mohammad (PBUH) the 5 pillars of Islam. Why does Christmas matter to Christians?</p>		<p><u>Who is a Muslim and how do they live? Part 2</u> Why does Easter matter to Christians?</p>		<p>What is the good news Christians believe Jesus brings? What makes some places sacred to believers?</p>	
PSHE	<p><u>Living in the wider world: One World</u> To recognise similarities and differences between families and homes. Respect that people and living things have rights and everyone has responsibility to protect these. To know who the special people are in our lives and how special people should care for each other.</p>		<p><u>Relationships: VIPs</u> Understand who the special people are in our lives, know the importance of families, know what makes someone a good friend, know how to resolve a conflict in a positive way, know how to cooperate and how to show people that we care.</p>		<p><u>Health and Wellbeing Think Positive</u> Identify and discuss feelings and emotions, describe what makes us feel happy and unhappy, understand that we have a choice about how we respond, describe difficult feelings and what might</p>	

	<p><u>Safety First</u> Keeping safe in different environments – fire safety, stranger danger.</p> <p>Identify everyday dangers, understand some basic rules about staying safe, know what to do if we feel like we're in danger, know which information that should never be shared on the internet, know that private body parts are private, recall the number to use in an emergency.</p>	<p><u>Living in the wider world</u> – Respecting Rights</p> <p>Know that all people have rights, know what to do if you don't feel safe, understand that there are people who protect our rights, know what respect means, explain what fair means, recognise that what making a positive difference to school is important.</p>	<p>cause them, think of things that make us feel thankful, focus on how to remain calm and still.</p> <p><u>Relationships:</u> Growing Up.</p> <p>Know the body parts that we keep private, understand the words 'stop' and 'no', understand that people's bodies and feelings can be hurt, identify an adult who can be talked to if concerned about inappropriate touching, understand that boys and girls can like the same or different things, know how we have changed since being a baby, understand that people's needs change as they get older.</p>
<p><b>British Values</b></p>	<p><u>Democracy:</u> class and school rules</p> <p><u>Mutual respect:</u> setting up a new class, new friendships</p> <p><u>Tolerance of those with different faiths and beliefs:</u> Through RE theme for the term. Learning about sacred books from different religions (Judaism, Christianity and Islam)</p> <p><u>Individual Liberty:</u> Story of Guy Fawkes, My Likes and Dislikes (when setting up the class)</p>	<p><u>Individual liberty:</u> link to relationships work in PSHE</p> <p><u>The rule of Law:</u> fire topic, role of emergency services.</p> <p><u>Tolerance of those with different faiths and beliefs:</u> Link to topic of Florence Nightingale</p>	<p><u>The rule of Law:</u> keeping safe, stranger danger.</p> <p><u>Individual liberty:</u> reflecting on how we have changed during Year 2 (PSHE).</p> <p><u>Tolerance of those with different faiths and beliefs:</u> Battle of Hastings – how to deal with people who have different beliefs and manage conflict</p>