| **CLASS 2** | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
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| 7 Weeks 3 days  6.9.23 – 27.10.23 | | 7 Weeks  6.11.23 – 22.12.23 | 5 Weeks  8..1..24 - .9.2.24 | | 6 Weeks  19.2.24 – 29.3.24 | 6 Weeks  15.4.23 – 24.5.23 | | 7 Weeks  3.6.24 – 19.7.24 |
| **½ Term Class Topic / Theme** | **Keeping Safe ourselves safe**  **Inside & out** | | **Making Good Choices** | **Animals including humans** | | **In The Garden** | SATs **Our Beautiful Planet** | | **Creatures in Their Habitats** |
| **Wow Actives** |  | | 13.11.24 peace wk – children in need  Road Safety 14.11.23  Christmas: Story / performance | INTERNET SAFETY DAY 6.2.24  9.2.24 SPS got Talent | | Healthy Week 18.3.24  World Book day 4.3.24  Easter Story wk beg 25.3.23 | Sports Day 19.6.24 Move up day 4.6.24 | |  |
| **Class Text / Authors** | **Mary Seacole books**  C:\Users\cb\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9522894A.tmp  **READING FOR PLEASURE A variety of**  **Julie Donaldson books** | | **Christmas Story**      **READING FOR PLEASURE** | **The Good Samaritan Link RE**  C:\Users\cb\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C9AD4B17.tmp  **READING FOR PLEASURE** | | **The Disgusting Sandwich**  C:\Users\cb\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69B0F6D9.tmp    **READING FOR PLEASURE** | Animal factsREADING FOR PLEASURE | | **The Great Fire of London**    **READING FOR PLEASURE**  **Variety of authors poetry** |
| **ENGLISH** | **All about me**  Information Balloons – self  Character Description  Narrative – MS  Talk 4 Writing  **Learn to say a poem –**  **Oh no there’s a que** | | Instructions – Road Safety  **Christmas Story/ Performance**  Letter  **Learn to say a poem**  **Food in my Belly** | **Parable**  Sequencing retells  Recount in form of a  Diary  **Learn to say a poem**  **Seasons** | | **Write to entertain**  **Recount**  Narrative Disgusting Sandwich  Design a sandwich  Linked D & T  Make a list healthy food  Research origin foods  Design & Make a Healthy snack  **Learn to say a poem** | Research  Information booklet  Trip recount  **Learn to say a poem** | | Recount of  The Great fire of London  Information Booklet Zimbabwe  **Learn to say a poem** |
| **ENGLISH SKILLS** | Writing to entertain- Description  Writing to inform – booklet  **SKILLS –**  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2,Use finger spaces.  3, Demarcate **some** sentences with CL, FS and FS.  4,Spell some common exception words. | | Writing to entertain- Description  Writing to inform – Recount - Letter to Santa  **SKILLS –**  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2,Use finger spaces.  3, Demarcate **some** sentences with CL, FS and FS.  4,Spell some common exception words.  5. Expanded noun phrases–  **Use commas to separate items in a list** | To entertain- Recount  Writing to entertain- Description  Writing to inform – Letter to Santa  SKILLS –  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2,Use finger spaces.  3, Demarcate **many** sentences with CL, FS and FS.  4,Spell some common exception words.  5. Expanded noun phrases to describe  **Use** commas to separate items in a list  Use Some question marks and exclamation marks.  Use adverbials (first, firstly, next, after, later)  Use apostrophes to mark possession.  Use exclamation sentences where appropriate.  Using sentences with different forms in their writing – statements,questions exclamations, commands | | To entertain- write own narrative  Writing to entertain- Description  Writing to inform – Information booklet  Instruction writing  SKILLS –  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2, Demarcate MOST sentences with CL, FS and FS.  3,Spell MOST common exception words.  5. Expanded noun phrases to describe  Use commas to separate items in a list  Use Some question marks and exclamation marks.  Use adverbials (first, firstly, next, after, later)  Use apostrophes to mark possession.  Use exclamation sentences where appropriate.  Using sentences with different forms in their writing – statements,questions exclamations, commands  Using co-ordination (or/but/and) | To entertain-Recount  Writing to entertain- Description  Writing to inform – booklet - Letter  SKILLS –  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2, Demarcate MOST sentences with CL, FS and FS.  3,Spell MOST common exception words.  5. Expanded noun phrases to describe  Use commas to separate items in a list  Use Some question marks and exclamation marks.  Use adverbials (first, firstly, next, after, later)  Use apostrophes to mark possession.  Use exclamation sentences where appropriate.  Using sentences with different forms in their writing – statements,questions exclamations, commands  Using co-ordination (or/but/and) | | To entertain- Description  To entertain Recount  Writing to inform – booklet - Letter  SKILLS –  1, Form lower-case letters in the correct direction, starting and finishing in the right place.  2, Demarcate MOST sentences with CL, FS and FS.  3,Spell MOST common exception words.  5. Expanded noun phrases to describe  Use commas to separate items in a list  Use Some question marks and exclamation marks.  Use adverbials (first, firstly, next, after, later)  Use apostrophes to mark possession.  Use exclamation sentences where appropriate.  Using sentences with different forms in their writing – statements,questions exclamations, commands  Using co-ordination (or/but/and)  Use subordinating conjunctions( when/if/that/because) |
| **Spellings** | **LITTLE WANDLE SPELLING Following Little Wandle spelling from Daily Phonics i.e Tricky words** | | | | | | | | |
| **MATHS**  **POWER MATHS/**  **WHITEROSE** | **NUMBER (NUMBER TO 100)**  **ADDITION & SUBTRACTION** (1)) | | **ADDITION & SUBTRACTION** (2  **PROPERTY OF SHAPE** | **MEASURE MONEY**  3 **NUMBER** – multiplication and division | | **MEASURE** – length and height  **MEASURE** – MASS, CAPACITY AND TEMPERATURE | **TIME**  **STATISTIC**  **FRACTIONS**  **GEOMETRY** -POSITION AND DIRECTION | | **NUMBER** – ADDITION AND SUBTRACTION (PROBLEM SOLVING) |
| **SCIENCE-**  **Can link with Rising Stars scheme** | **EVER DAY MATERIALS**  **Identify and compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses **WORKING SCIENTIFICALLY**  **Ask** simple question & recognising that they can be answered in different ways  **Observe** closely, using simple equipment  **Perform** simple tests  **Identifying & classifying**  Using their observation & ideas to suggest answers to questions  **Gathering & recording** data to help in answering questions | | **EVERYDAY MATERIALS**  **Find out** how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  **WORKING SCIENTIFICALLY**  **Ask** simple question & recognising that they can be answered in different ways  **Observe** closely, using simple equipment  **Perform** simple tests  **Identifying & classifying**  Using their observation & ideas to suggest answers to questions  **Gathering & recording** data to help in answering questions | **ANIMALS, INCLUDING HUMANS**  **Notice that animals including humans have off spring which grow into adults**  **Find out about & describe the basic needs of animals including humans for survival (water, food & air)**  **WORKING SCIENTIFICALLY**  **Ask simple question & recognising that they can be answered in different ways**  **Observe closely, using simple equipment**  **Perform simple tests**  **Identifying & classifying**  **Using their observation & ideas to suggest answers to questions**  **Gathering & recording data to help in answering questions** | | **PLANTS**  Observe & describe how seeds & bulbs grow into mature plants  Find out & describe how plants need water, light & a suitable temperature to grow & stay healthy.  **WORKING SCIENTIFICALLY**  Ask simple question & recognising that they can be answered in different ways  Observe closely, using simple equipment  Perform simple tests  Identifying & classifying  Using their observation & ideas to suggest answers to questions  Gathering & recording data to help in answering questions | **ALL LIVING THINGS AND THEIR HABITATS**  **Explore & compare** the differences between things that are living & things that have never been alive.  **Identify** that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants & how they depend on each other  **Identify & name** a variety of plants & animals in their habitats, including micro habitats  **Describe** how animals obtain their food from other plants & animals, using the idea of a simple food chain & identify and name different sources of food.  **WORKING SCIENTIFICALLY**  **Ask** simple question & recognising that they can be answered in different ways  **Observe** closely, using simple equipment  **Perform** simple tests  **Identifying & classifying**  Using their observation & ideas to suggest answers to questions  **Gathering & recording** data to help in answering questions | | **ALL LIVING THINGS AND THEIR HABITATS**  **CONTINUED**  **FOOD CHAINS**  **WORKING SCIENTIFICALLY**  **Ask** simple question & recognising that they can be answered in different ways  **Observe** closely, using simple equipment  **Perform** simple tests  **Identifying & classifying**  Using their observation & ideas to suggest answers to questions  **Gathering & recording** data to help in answering questions |
| **COMPUTING –**  **Purple Mash** | **UNIT 2.1 CODING**  CREATE & DEBUG PROGRAMMES = 6wk | | **UNIT 2.2** ONLINE SAFETY ( fits in PSHE)  = 3 wks | **UNIT 2.3** SPREAD SHEETS =4 wk  **Unit 2.4** Questioning – unplugged | | **UNIT 2.5** EFFECTIVE SEARCHING =3wks Carry forward to Summer 1 | **Unit 2. 6** .CREATING PICTURES = 5wks | | **UNIT 2.7** MAKING MUSIC **= 3 wks** |
| **RE/CULTURES**  **Leeds Agreed Syllabus**  Christianity (+ Islam & Judaism) | **C 1.2**  **HOW ARE SYMBOLS USED TO WELCOME NEW LIFE** | | **C1 . 3**  **HOW CAN WE MAKE GOOD CHOICES?**  Christmas Story | **C1 ‘3**  **HOW CAN WE MAKE GOOD CHOICES?**  Link - Parable - Good Samaritan | | **F1.15**  **WHAT DID JESUS TEACH US &, HOW DID HE LIVE?**  Easter story | **C1. 4**  **HOW & WHY DO SOME PEOPLE PRAY** | |  |
| **HISTORY –**  **Can link to**  **Rising Stars Voyagers Scheme** | **LIVES OF SIGNIFICANT PEOPLE**  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be use to compare aspects of life in different periods.  **KNOW**  **Name** a famous person from the past and explain why they are famous.  **Know** about a famous person from outside the UK and explain why they are famous.  **Know** where the people & events they study fit within a chronological framework  **Compare** aspects of life in different periods  **MARY SEACOLE** | |  |  | | ***SIGNIFICANT HISTORICAL EVENTS , PEOPLE & PLACES IN THEIR LOCALITY***  Know how the local area is different to the way it used to be a long time ago  Differentiate between things that were here 100 years ago & things that were not , including buildings, tools toys, etc  **LOCAL AREA INCLUDING BRAMLEY BATHS** |  | | ***BEYOND LIVING MEMORY***  ***The Great Fire of London,***  Learn about an event beyond living memory that are significant nationally or globally. Commemorated through events or anniversaries  **Know** about an event or events that happened long ago , even before their grandparents  **LIVES OF SIGNIFICANT PEOPLE**  The lives of significant individuals in the past who have contributed to national and international achievements.. Some should be use to compare aspects of life in different periods.  **KNOW**  **Name** a famous person from the past and explain why they are famous.  **Know** about a famous person from outside the UK and explain why they are famous.  **Know** where the people & events they study fit within a chronological framework  **Compare** aspects of life in different periods |
| **GEOGRAPHY**  **Can link to**  **Rising Stars Voyagers Scheme** | **LOCATIONAL KNOWLEDGE Aut 2**  **NAME LOCATE & IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES & CAPITAL CITIES OF THE UNITED KINGDOM & ITS SURROUNDING SEAS.**  **KNOW**  Recap names of four countries that make up the UK locate & name the capital cities of the UK  **Identify** characteristics of the four countries & capital cities & surrounding seas round UK  . **KEY PHYSICAL FEATURES:**  Including beach, cliff, coast, forest, hill, mountain, sea, ocean, river soil, valley, vegetation, seasons and weather  KEY HUMAN FEATURES including, village factory, office port harbour  **SKILLS AND FIELD WORK**  **Use** world maps, atlases, & globes to identify the UK & its countries  **Use** simple compass directions (NORTH, SOUTH, EAST & WEST)  Know directional & locational Language e.g. (near & far)  **Describe** location of features & routes on a map. | | | **HUMAN & PHYSICAL GEOGRAPHY Spring 1**  **USE BASIC GEOGRAPHICAL VOCABULARY TO REFER TO :**  **KEY PHYSICAL FEATURES:**  Including beach, cliff, coast, forest, hill, mountain, sea, ocean, river soil, valley, vegetation, seasons and weather  KEY HUMAN FEATURES including, village factory, office port harbour  **KNOW**  **Identify** the following physical features: mountain, lake ,river ,cliff forest & beach  Explain some of the advantages & disadvantages of living in a city or village  Know the main difference between Village & recap city, town.  **SKILLS AND FIELD WORK**  **Use** world maps, atlases, & globes to identify the UK & its countries  **Use** simple compass directions (NORTH, SOUTH, EAST & WEST)  Know directional & locational Language e.g (near & far)  **Describe** location of features & routes on a map. | | | **PLACE KNOWLEDGE Sum 1**  **UNDERSTAND GEOGRAPHICAL SIMILARITIES & DIFFERENCES THROUGH STUDYING THE HUMAN & PHYSICAL GEOGRAPHY OF A SMALL AREA OF THE UNITED KINGDOM & OF A SMALL AREA IN A CONTRASTING NON-EUROPEAN COUNTRY**  **KNOW**  Know the main differences between a place in England & that a of a small place in a non-European country  **SKILLS AND FIELD WORK**  **Use** world maps, atlases, & globes to identify the UK & its countries  **Use** simple compass directions (NORTH, SOUTH, EAST & WEST)  Know directional & locational Language e.g (near & far)  **Describe** location of features & routes on a map. | | |
| **DESIGN & TECHNOLOGY** |  | **TEXTILES**  Templates & joining techniques  **Design** a functional and appealing product  an appealing product for a particular user  **Make** - Select from a range of tools & equipment to perform particular tasks based on simple design criteria  **Evaluate** – Explore and evaluate a range of existing textiles products relevant to the project being undertaken.  **Technical Knowledge**  Understand how simple 3D products are made using template to create 2 identical shapes  Understand how to join fabric using different techniques e.g. running stitch, glue, over stitch, stapling.  Explore different finishing techniques e.g. using paint, fabric, crayon, stitching, sequence ribbons & buttons.  Know & use technical/ sensory vocab relevant to topic  **Stocking for Santa** | |  | **HEALTHY WEEK**  **FOOD TECHNOLOGY PREPARING FRUIT AND VEGETABLES**  **Design** an appealing product for a particular user / consumer  **Make** - Select from a range of fruit & veg according to characteristics colour, texture & taste  **Evaluate** – finished product against design criteria including intended user & purpose  **Technical Knowledge**  Understand where fruit/veg come from farmed or home grown  Understand basic Health diet  Know & use technical/ sensory vocab relevant to topic  **Healthy snack = (fruit rice cake / kebab** | |  | **MECHANISMS**  Wheels & Axles  **Design**, object that moves  **Make** – use wheels & axles, when appropriate to do so  **Evaluate** - Make model stronger & more stable  **Technical Knowledge** \_  Know & use technical/ sensory vocab relevant to topic  **Link to The Great Fire of London – Fire trucks.** | |
| **ART** | **DEVELOP A WIDE RANGE OF ART AND DESIGN TECHNIQUES IN USING COLOUR, PATTERN & TEXTURE**  PAINT – COLOUR  RECAP – primary colour  Secondary colours  Colour wheel  Mixing brown  Adding white = tint  Adding Black = tone  **ARTIST = FINGER PAINTER**  MICHELLE JURSA  CANADIAN ARTIST | | **DEVELOP A WIDE RANGE OF ART AND DESIGN TECHNIQUES IN USING COLOUR, PATTERN & TEXTURE**  **USING MATERIAL**  **Use a range of materials creatively to design and make products.** | **USE A RANGE OF MATERIAL CREATIVITY TO DESIGN & MAKE PRODUCTS**  **focus – collage: view from the window**  **Develop techniques using a range of materials to product collages**  **Use cutting and layering**  **Explore how colour shape & texture can be use in collage**  **Link to Local ARTISTS: Eva Pritchatt (collage)**  **Leeds artist**  **Use Eric Carle book to compare** | |  | **USE DRAWING ,PAINTING & SCULPTURE TO DEVELOP & SHARE IDEAS**  PENCIL  CHARCOAL  VIEW FINDER  **ARTIST = PENCIL/PAINT**  BOB BARKER  BRADFORD ARTIST | |  |
| **PSHE**  **You, Me & PSHE Scheme of Work** | KEEPING SAFE AND MANAGING RISK INDOOR & OUT DOOR | | SRE  SEX AND RELATIONSHIPS EDUCATION  BOYS AND GIRLS, FAMILIES.  RE VISIT PANTS  FIRST 3 OBJECTIVES | MENTAL HEALTH AND EMOTIONAL WELLBEING  FRIENDSHIP  BOOK – SOMETHING ELSE | | DATE  DRUG, ALCOHOL AND TOBACCO EDUCATION  MEDICINES AND ME | PHYSICAL EDUCATION AND WELLBEING  WHAT KEEPS ME HEALTHY? | | SRE  SEX AND RELATIONSHIPS EDUCATION  BOYS AND GIRLS, FAMILIES.  RE VISIT PANTS  FINAL 3 OBJECTIVES |
| **MINDMATE** | **FEELING GOOD & BEING ME**  **Celebrate strengths**  *I’m good at…. & I am going to try & be better at…* | | **FRIENDS & FAMILY**  **Impact of behaviour on others**  *I know that what I say & do can affect my friends* | **LIFE CHANGES**  **Loss; Losing loved object/pet/person**  *I can talk about feeling sad when I have lost something* | | **STRONG EMOTIONS**  **Comfortable & uncomfortable feelings**  *I can talk about what makes me feel sad* | **BEING THE SAME, BEING DIFFERENT**  **Beginning to understand empathy**  *I understand my friend might have different feelings to me* | | **SOLVING PROBLEMS/**  **MAKING IT BETTER**  **Not giving up/**  **Perseverance**  *I understand it is important to keep going when something is* |
| **REAL PE** | **Coordination -**  **PERSONAL COG**  **Floor Movement Patterns** (FUNS 10)  **Static Balance -**  **One Leg Standing**  (FUNS 1) | | **Dynamic Balance to Agility: Jumping and Landing** **- SOCIAL COG**  **Dynamic Balance to Agility** (FUNS 6)  **Static Balance – Seated** (FUNS 2) | **Dynamic Balance: On a Line**  **COGNATIVE COG**  **Dynamic Balance** (FUNS 5)  **Static Balance – Small Base** (FUNS 4) | | **Agility –**  **HEALTH & FITNESS COG**  **Ball Chasing** (FUNS 11)  **Static Balance – Floor Work** (FUNS 3) | **Coordination**  **CREATIVE COG**  **Coordination – Ball Skills** (FUNS 9)  **Counter Balance in Pairs** (FUNS 7) | | **Coordination**  **APPLYING PHYSICAL COG**  **Coordination with Equipment** (FUNS 8)  **Agility – Reaction/Response** (FUNS 12) |
|  | Activities leading to Games | | Real Dance Unit 1 | Real Gym Unit 1  Gym Skill = Shape 🡪 Travel | | Real Gym Unit 2  Gym Skill = Flight 🡪 Rotation | Activities leading to Games | | Running, throwing and jumping (Sports Day) |
| **PE Coach**  **\*2nd session** | **Travel – Jump - Games Activities (LCP)** | | **Send - Games Activities (LCP)**  ***New Age Kurling*** | **Receive - Games Activities** | | **Strike - Games Activities** | **Travel – Jump - Athletics** | | **Athletics (Sports Day)** |
| **MUSIC**  **Session delivered by MISS RIVERS (Art Forms)** | **PULSE and RHYTHM**  **Exploring Soul and Jazz**  Music of Black origin: Charanga MMC Y2 Unit 1 ‘How does music help us to make friends?’: Exploring simple patterns  Pulse and rhythm activities  Cup drumming  Games  **Harvest** whole school performance with year 2 showcase | | **The Nutcracker**: Waltz of the Flowers and Russian Dance (BBC Ten Pieces)  **Christmas**- KS1 Nativity | **Animals**  Carnival of the Animals – Saint Saens. Listening/composing/performing. | | **Y2 Unit 5** (Charanga)- How does Music make us Happy?  Music that makes you dance  **In the garden**  ‘Digging the Garden’ song (Sing Up) | **Our Beautiful planet**:  Y2 Unit 3 (Charanga): ‘How does Music Make the World a better place?’  Exploring feelings through music. | | **Ensemble work**:  Tuned/untuned percussion. Composition (compose a ringtone) and performance. |
| **VISIT / VISITOR** |  | | Road Safety | School grounds / Walk local area | | Visitor Bramley Baths | Summer Trip to fit with Science | | Bramley Olympics |
|  |  | |  | Walk in local area – maps | | Walk in local area History  Walk to Bramley Baths |  | |  |

