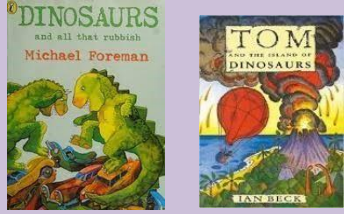



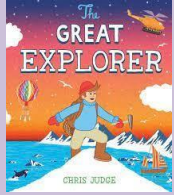
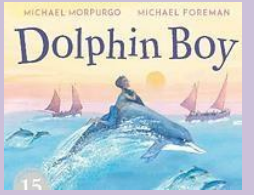
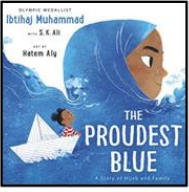



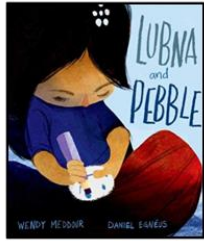
Avonwood Primary School Year 2 Curriculum Map



	AUTUMN		SPRING		SUMMER	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question(s)	What is the local area like now and what was it like in the past?	Why is the weather wild?		What happened in Pudding Lane?		
Reading Key Text	<p>Dinosaurs and All That Rubbish by Michael Forman Tom and the Island of Dinosaurs by Ian Beck</p> 	<p>The Cloudspotter by Tom McLaughlin First Big Book of Weather by Karen De Seve</p> 	<p>Katie in London by James Mayhew</p> 	<p>Lila and the Secret of Rain by David Conway</p> 	<p>The Great Explorer by Chris Judge</p> 	<p>Dolphin Boy by Michael Morpurgo</p> 
Earth Charter Links	Life Peace Love	Past	Interconnected Family	Family	Life Interconnected Earth	Past
Launch Event	Making paper sculpture to find out about each other.	Weather Day Hook.	Preparing for a flight – children bring suitcase with clothing for hot and cold country. Making passports.	Tudor Day Hook.	Research using computers to create a fact file of explorers	Dolphin Dreaming Meditation
Finale Event			Bedtime Story Session -Year 4.	Tudor Dance and Exhibition	Presentation about Explorers	Punch and Judy show
Visitors and visits	Red House Museum History Visit	Visit a local cenotaph	Forest Foragers Fresh Air Club	New Forest Wildlife Park	Visit from Hindu Community	Punch and Judy show
Reading: fiction	<p>Fiction</p> <p>Dinosaurs and all that Rubbish by Michael Forman Tom and the Island of Dinosaurs by Ian Beck</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases <ul style="list-style-type: none"> - make comparisons within the text 	<p>Fiction</p> <p>The Cloudspotter by Tom McLaughlin</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Katie in London by James Mayhew</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>Lila and the Secret of Rain by David Conway</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text 	<p>Fiction</p> <p>The Great Explorer by Chris Judge</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases <ul style="list-style-type: none"> - make comparisons within the text 	<p>Fiction</p> <p>Dolphin Boy by Michael Morpurgo</p> <ul style="list-style-type: none"> - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced

<p>Reading: Additional Texts</p>	<p>Non-fiction</p> <p>Poetry Atlases</p>	<p>Non-fiction</p> <p>First Big Book of Weather by Karen De Seve</p> <p>Range of Newspaper Weather Reports</p>	<p>Non-fiction</p> <p>DK Eyewitness London</p>	<p>Non-fiction</p> <p>Animal Fact Files</p>	<p>Non-fiction</p> <p>Explorers – research using Kiddle</p>	<p>through choice of words and phrases</p> <ul style="list-style-type: none"> - make comparisons within the text <p>Non-fiction</p> <p>Atlases</p>
<p>English and Grammar</p>	<p>Creating Poetry (2 weeks)</p>  <ul style="list-style-type: none"> • To discuss my understanding of the text, including the language and structure. • To use expanded noun phrases to describe and specify. • To compose and rehearse sentences orally. • To use expanded noun phrases to describe and specify. • To read aloud what I have written with appropriate intonation to make the meaning clear. • To consider what I will write about before beginning by writing down ideas/ key words. • To compose and rehearse writing orally. • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. <p>Writing to Inform (2 weeks)</p>  <ul style="list-style-type: none"> • Immersion • To explain and discuss my understanding of the language and structure of a text. • To use sentences with different forms – commands. • To use the simple present tense. • To use expanded noun phrases to describe and specify. • To use commas for lists. • Drafting & Revising • To re-read what I have written to check that it makes sense. 	<p>Personal Narratives (2 weeks)</p>  <ul style="list-style-type: none"> • To discuss my understanding of the language and structure of a text. • To use the simple past tense. • To use expanded noun phrases to describe and specify. • To use commas for lists. • To plan by writing down ideas and key words, including new vocabulary. • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • To publish my writing according to my purpose and audience • To read aloud own writing with appropriate intonation, making meaning clear. • • <p>Developing Punctuation (1 week)</p>	<p>Creating Persuasive Texts (2 weeks)</p>  <ul style="list-style-type: none"> • To discuss my understanding of the text, including the language and structure. • To use an apostrophe for singular possession. • To discuss my understanding of the text, including the language and structure. • To use the simple present tense and the progressive present tense correctly and consistently. • To plan by writing down ideas and key words, including new vocabulary. • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • To read aloud what I have written. • Subordinating Conjunctions • To use subordination (using when, if, that, because). • Planning • To plan by writing down ideas and key words, including new vocabulary. • Drafting and Revising 	<p>Writing Instructions (1 weeks)</p>  <ul style="list-style-type: none"> • To discuss my understanding of the text, including the language and structure. • To use subordination (when, if, that, because). • To use coordination (and, but, or). • To plan by writing down ideas and key words, including new vocabulary. • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • To read aloud what I have written. <p>Fact Files (2 weeks)</p>	<p>New update coming for Summer Term</p> <p>Developing Description (2 weeks)</p>  <p>Writing Recounts (2 weeks)</p>  <p>Recount (2 weeks)</p>  <p>Developing Vocabulary (2 weeks)</p>	<p>New update coming for Summer Term</p> <p>Developing Persuasive Language (2 weeks)</p>  <p>Writing to Inform (2 weeks)</p>  <p>Narrative (1 week)</p> 

- To make simple additions, revisions and corrections to my own writing.
- Performing & Evaluating**
- To evaluate what I have written with a teacher or other pupils.



Immersion

- To discuss my understanding of the language and structure of a text.
- To use the simple past tense

Conjunctions & Clauses

- To use co-ordination (using or, and, but)
- To understand the term 'clause'

Co-ordination

- To use co-ordination (using or, and, but).

Expanded Noun Phrases

- To use expanded noun phrases to describe and specify.

Punctuation

- To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly.
- To use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.

Narrative Structure & Oral Rehearsal

- To discuss my understanding of the language and structure of a text.

Generating Ideas

- To consider what I am going to write by writing down ideas and/or key words, including new vocabulary.

Planning

- To plan by writing down ideas and key words, including new vocabulary.

Drafting and Revising

- To re-read what I have written to check that it makes sense.
- To make simple additions, revisions and corrections to my own writing.

Proof-Reading and Evaluating

- To proof-read to check for errors in spelling, grammar and punctuation.
- To evaluate what I have written with a teacher or other pupils.

Publishing

- To publish my writing according to my purpose and audience
- To read aloud what I have written.



Apostrophes

- To use an apostrophe for contracted forms.
- To spell words with contracted forms.

Sentence Forms & Punctuation

- To use sentences with different forms: statement, question, command
- To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly

Idea Generation & Planning

- To compose and rehearse sentences orally.
- To plan by writing down ideas and key words, including new vocabulary

Drafting & Revising

- To use sentences with different forms: statement, question, command.

Writing to entertain (2 weeks)

- To re-read what I have written to check that it makes sense.
- To make simple additions, revisions and corrections to my own writing.
- To proof-read to check for errors in spelling, grammar and punctuation.
- To evaluate what I have written with a teacher or other pupils.
- To read aloud what I have written.

Writing letters (2 weeks)

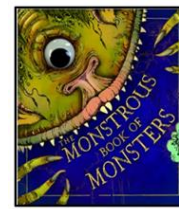


- To re-read what I have written to check that it makes sense.
- To make simple additions, revisions and corrections to my own writing.
- Proof-Reading, Editing & Publishing**
- To proof-read to check for errors in spelling, grammar and punctuation.
- To evaluate what I have written with a teacher or other pupils.
- To read aloud what I have written, using intonation to make the meaning clear.
- Planning**
- To plan by writing down ideas and key words, including new vocabulary.
- Drafting and Revising**
- To re-read what I have written to check that it makes sense.
- To make simple additions, revisions and corrections to my own writing.
- to check for errors in spelling, grammar and punctuation.
- To evaluate what I have written with a teacher or other pupils.
- To read aloud what I have written, using intonation to make the meaning clear.

Writing to entertain (2 weeks)



- To discuss my understanding of the language and structure of a text
- To use expanded noun phrases to describe and specify
- To form adjectives using the suffixes -ful and -less
- To recognise, use, and know the functions of nouns and adjectives
- To recognise, use, and know the functions of verbs
- To recognise, use and know the functions of adverbs
- To plan by writing down ideas and key words, including new vocabulary.



- To discuss my understanding of the text, including language and structure
- To generate ideas for writing
- phrases to describe and specify
- To build vocabulary for writing
- To recognise, use and know the functions of verbs and adverbs
- To build vocabulary for writing
- To use sentences with different forms
- To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly
- To plan my writing
- To use an apostrophe for singular possession
- To re-read what I have written to check that it makes sense.
- To make simple additions, revisions and corrections to my own writing.
- To proof-read to check for errors in spelling, grammar and punctuation.
- To evaluate what I have written with a teacher or other pupils.
- To read aloud what I have written.
- To publish my writing according to my purpose and audience

Inventing Narratives (2 weeks)



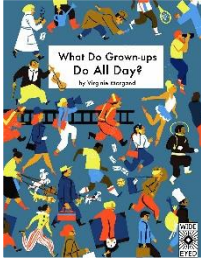
- To discuss my understanding of the text, including the language and structure



- To use apostrophes for contraction and for singular possession (Y2)
- To use sentences with different forms: statement, question, exclamation, command (Y2)
- To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)
- To use subordination (using when, if, that, or because) and co-ordination (using or, and, but) to join their ideas (Y2)
- To use the simple past tense and the progressive past tense correctly and consistently
- To use commas for lists
- To recognise, use, and know the functions of verbs, nouns, adjectives and adverbs
- To make simple additions, revisions and corrections to my own writing.
- To re-read my writing to check that it makes sense, and that the tenses are used correctly.

Writing Recounts (2 weeks)

- To use commas for lists (Y2)
- To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)
- To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2)
- To understand the effect of sentence length.
- To use an apostrophe for singular possession and contraction
- To use expanded noun phrases to describe and specify
- To use the simple past tense and the progressive past tense correctly and consistently
- To make simple additions, revisions and corrections to my own writing.
- To re-read my writing to check that it makes sense, and that the tenses are used correctly.

		<ul style="list-style-type: none"> • Immersion • To discuss my understanding of the language and structure of a text. • Tense • To use the simple and progressive past and present tense correctly and consistently. • Sentence Forms • To use sentences with different forms: statements, commands, questions and exclamations. • Generating Ideas & Planning • To plan by writing down ideas and key words, including new vocabulary • Drafting, Revising & Proof-reading • To draft my writing applying the learning from this unit • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • Generating Ideas & Planning • To plan by writing down ideas and key words, including new vocabulary. • Drafting and Revising • To draft my writing applying the learning from this unit • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • Proof-Reading, Editing and Evaluating • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • Publishing • To publish my writing according to my purpose and audience • To read aloud what I have written, using intonation to make the meaning clear. • 	<ul style="list-style-type: none"> • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing. • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • To read aloud what I have written, using intonation to make the meaning clear. • <p>Writing about Real life</p>  <ul style="list-style-type: none"> • To discuss my understanding of the language and structure of a text • To use sentences with different forms • To use the simple present tense and the progressive present tense correctly and consistently • Planning • To plan my writing • To use subordination and co-ordination • To compose and rehearse sentences orally. • To re-read what I have written to check that it makes sense • To make simple additions, revisions and corrections to my own writing • To proof-read to check for errors in spelling, grammar and punctuation • To evaluate what I have written with a teacher or other pupils • To publish my writing according to my purpose and audience • To read aloud own writing with appropriate intonation, making meaning clear • 	<ul style="list-style-type: none"> • To use expanded noun phrases to describe and specify • To build vocabulary for writing • To recognise, use and know the functions of verbs and adverbs • To build vocabulary for writing • To use the past tense correctly and consistently • To plan by writing down ideas and key words • To compose and rehearse writing orally. • To re-read what I have written to check that it makes sense. • To make simple additions, revisions and corrections to my own writing • To proof-read to check for errors in spelling, grammar and punctuation. • To evaluate what I have written with a teacher or other pupils. • To publish my writing according to my purpose and audience • 		
Spelling		6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
		1. Revisit alternative pronunciations of known	1. Review of Autumn Term spellings.	1. Revision of Autumn	1. Review of Spring term spellings.	1. The /ɜ:/ sound spelled 'or' after 'w'

	<ol style="list-style-type: none"> 1. Choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e . Recap common exception words 2. Choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you). REcap comon exception words 3. Revisit alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he), i (as in mind) Revisit reading the common exception words water, where, who, again 4. Revisit alternative pronunciations of known graphemes for reading: o (as in no), u (as in unit), u (as in put), ow (as in snow), ie (as in chief) Revisit reading the common exception words thought, through, mouse, work 5. Revisit alternative pronunciations of known graphemes for reading: ea (as in head), er (as in her), ou (as in you), ou (as in could), ou (as in mould) Revisit reading the common exception words different, any, eyes 6. Revisit alternative pronunciations of known graphemes for reading: y (as in by), y (as in gym), y (as in very), ch (as in school), ch (as in chef) Revisit reading the common exception words friends, once, please 	<p>graphemes for reading: c (as in cell), g (as in gent), ey (as in they) Revisit reading all com</p> <ol style="list-style-type: none"> 2. Homophones 3. /ʌ/ sound spelled 'o', as in other, mother, brother 4. contractions 5. More contractions 6. ords ending -il, as in pencil, fossil, nostril 	<ol style="list-style-type: none"> 2. Focus words ending in -ible or -able 3. Words ending in -ably or -ibly 4. Homophones and near homophones 5. Focus words from the Year 5 and 6 spelling list. 6. Words from children's own writing 	<ol style="list-style-type: none"> 2. Revision of Autumn 3. the /aɪ/ sound spelled -y at the end of word 4. dding -ed, -ing, -er and -est to a root word 5. adding the endings -ing, -ed, -er, -est and -y 6. adding -ing, -ed, -er, -est and -y to one syllable words 	<ol style="list-style-type: none"> 2. Revision of Spring term spellings 3. common exception words 4. ocus: the /ɔ:/ sound spelled 'a' before 'l' and 'll' 5. Focus: the /i:/ sound spelled -ey, as in key, donkey, valley 6. the /ɒ/ sound spelled 'a' after 'w' and 'qu' 	<ol style="list-style-type: none"> 2. he /ɔ:/ sound spelled 'ar' after 'w' 3. he /ɜ:/ sound spelled 's', as in television 4. suffixes -ment, -ness, -ful, -less and -ly 5. the possessive apostrophe (singular nouns) 6. Focus: words ending in -tion, as in station, fiction, motion
<p>Maths</p>	<p>Number Place Value</p> <ul style="list-style-type: none"> • Numbers to 20 • Count objects by 100 by making tens • Recognize tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and tens • Count in 3s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Bonds to ten • Fact families addition and subtraction within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making ten • Add three 1 digit numbers • Add to the next ten • Add across a ten 	<p>Number Addition and Subtraction</p> <ul style="list-style-type: none"> • Subtract across a ten • Subtract from a ten • Subject a 1 digit number from a 2 digit number • 10 more 10 less • Add and subtract ten • Add two 2 digit numbers • Subtract two 2 digit numbers • Mixed addition and subtraction <p>Geometry Shape</p> <ul style="list-style-type: none"> • Recognize 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes 	<p>Measurement Money</p> <ul style="list-style-type: none"> • Count money pence • Count money pounds • Count money pounds and pence • Choose notes and coins • Make the same amounts • Compare amounts of money • Calculate money • Make a pound • Find change <p>Number</p> <ul style="list-style-type: none"> • Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Arrays • Make equal group - grouping • Make equal groups - sharing • 2 times tables • Doubling and halving • Odd and even numbers • 10 times table and division • 5 times table and division 	<p>Measurement Length and height</p> <ul style="list-style-type: none"> • Measure in cm • Measure in m • Compare length and heights • Order length and heights • Four operations with length and height <p>Measurement Mass, capacity and temperature</p> <ul style="list-style-type: none"> • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure in milliliters • Measure in litres • Four operations with volume and capacity • temperature 	<p>Number Fractions</p> <ul style="list-style-type: none"> • Introduce parts and whole • Identify equal/unequal parts • Recognise and find a half • Recognizs and find a quarter • Recognise and find a thirt • Find the whole • Recognise the equivalence of a half and two quarters • Recognise and find three quarters <p>Measurement Time</p> <ul style="list-style-type: none"> • O'clock and half past • Quarter past and quarter to • Tell the time to the hour • Tell the time past the hour • Minutes in an hour • Hours in a day • 	<p>Statistics</p> <ul style="list-style-type: none"> • Tally charts • Tables • Block diagrams • Draw pictograms • Interpret pictograms <p>Geometry Position and direction</p> <ul style="list-style-type: none"> • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns

	SOCIAL SCIENCES		PHILOSOPHY	THEOLOGY	THEOLOGY	PHILOSOPHY	SOCIAL SCIENCES
	Where is religion in our local community? (Link Geography & History) Looking for evidence of lived Religion in local community.		Judaism What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover (seder).	Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him (parables).	Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.	Hindu Dharma What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.	Hindu Dharma How do celebrations give Hindus a sense of belonging? Celebrations. Jatakarma, Raksha Bandhan & Diwali
RE							
PSHE	Being me in my world <ul style="list-style-type: none"> Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter 		Celebrating Difference <ul style="list-style-type: none"> Boys and Girls Boys and Girls Why does bullying happen? Standing up for myself and others Gender Diversity Celebrating Differences 	Dreams and Goals <ul style="list-style-type: none"> Goals to Success My Learning Strengths Learning with Others Group Challenge Group Challenge (cont.) Celebrating Achievement 	Healthy Me <ul style="list-style-type: none"> Being Healthy Being Relaxed Medicine Safety Healthy Eating Healthy Eating Happy, Healthy Me! 	Relationships <ul style="list-style-type: none"> Families Keeping Safe Friends and Conflict Secrets Trust and Appreciation Celebrating my Special Relationships 	Changing Me <ul style="list-style-type: none"> Life Cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' Bodies Assertiveness Looking Ahead
PE	Outdoor: Multi skills – ball skills Indoor: Gymnastics		Outdoor: Multi skills – sending and receiving Indoor: Team building	Outdoor: Team games: striking and fielding Indoor: Dancing	Outdoor: Invasion games Outdoor : Team Building	Outdoor: Athletics track and field Outdoor: Yoga	Outdoor: Racket skills Indoor: Fitness
Science	Plant Growth Biology What is a seed? Germination Bulbs and growth Fruit and Vegetables		Needs of Animals Biology Animals food and diet Water Reproduction and Growth Exercise Personal Health	Uses of Materials Chemistry Physical Properties Matter and Materials Absorbency Suitable material investigation Combining Materials Changing Shape	Living things and Habitats Biology Life Processes Habitats Microhabitats Living in hot deserts Adapting to the cold Food Chains	Solids, Liquids and Gases Chemistry Properties of liquids Properties of Gases Changing State Which State of Matter Mixtures	Consolidation
Computing And Project Evolve	IT around us: Computing systems and networks Knowledge <ul style="list-style-type: none"> I know some different types of computers I know the purpose of information technology at home I know how information technology is used in a shop I know different uses of information technology I know how to use information technology safely Skills <ul style="list-style-type: none"> I can talk about the uses of information technology I can compare types of information technology I can explain simple guidance for using information technology in different environments I can identify the choices I make when using information technology 	Digital photography: Creating media Knowledge <ul style="list-style-type: none"> I know what devices can be used to take photographs I know the process of taking a photograph I know what makes a good photograph I know how to improve a photograph Skills <ul style="list-style-type: none"> I can sort devices into old and new I can take photos in both portrait and landscape, and explain which looks better I can edit a photo using different tools and effects I can recognise which images have been changed Project Evolve – Health, Well Being and Lifestyle	Making music: Creating media knowledge <ul style="list-style-type: none"> I know how to spot patterns in music I know the meaning of 'pitch' and 'duration' I know how to create a musical pattern on a computer I know how to save my work I know how to reopen my work Skills <ul style="list-style-type: none"> I can identify differences in music I can create a rhythm pattern I can connect images with sounds I can refine my musical pattern on a computer I can explain how my music makes me feel 	Pictograms: Data and information Knowledge <ul style="list-style-type: none"> I know how to record data in a tally chart I know how to enter data on to a computer I know how to create a pictogram I know the meaning of 'attribute' I know why information should not be shared Skills <ul style="list-style-type: none"> I can compare totals in a tally chart I can organise data in a tally chart I can tally objects using a common attribute I can create a pictogram and draw conclusions from it I can share what I have found out using a computer Project Evolve – Self Image and Identity	Consolidation and review Robot algorithms: Programming Knowledge <ul style="list-style-type: none"> I know how to create different algorithms for a range of sequences I know how to create and debug a program I have written Skills <ul style="list-style-type: none"> I can give clear and unambiguous instructions I can use algorithms to program a sequence I can predict the outcome of a sequence I can plan algorithms for different parts of a task Project Evolve – Relationships Project Evolve – Online Reputation	Introduction to Quizzes: Programming through ScratchJr Knowledge <ul style="list-style-type: none"> I know that a sequence of commands has a start I know that a sequence of commands has an outcome I know how to create a program using a given design I know how to change a given design I know how to create an algorithm Skills <ul style="list-style-type: none"> I can show how to run my program I can predict the outcome of a sequence of commands I can tell the actions of a sprite in an algorithm I can choose backgrounds and characters for the design I can compare my project to my design I can improve my project by adding features Project Evolve – Managing online information	

	Project Evolve – Privacy and Security Project Evolve – Online Bullying		Project Evolve – Copyright and Ownership			
History		Local History Immersion in local history How has my local area changed over time? What else has changed in my local area? How can we find our more about our local area? How has my local community changed over time?		The Great Fire of London London in 1660s The Great Fire of London Why did the Great Fire burn uncontrollably for so long? How do we know about the Great Fire of London Impacts of the Great Fire	Explorers Early life of Sacagawea and Michael Collins Time to adventure Why was Sacagawea important? Why was Michael Collins important? Similarities and differences between Sacagawea and Michael Collins What happened next?	N/A
Geography	Mini Mappers Compass directions Using scale Using scale to map a route. Drawing a route Using map symbols and keys Introducing fieldwork		Hot and cold Deserts What is the difference between weather and climate? What are deserts? Where are deserts located? Features of a hot desert Features of a cold desert Comparing hot and cold deserts			Rivers, Seas and Oceans Water around the world What a river? Human uses of rivers? Seas and oceans Human uses of seas and oceans Protecting our seas and Oceans
DT		Food Making salad		Mechanisms Wheels and axis	Textiles Glove puppets	
Art & design	Our School Photography Mono printing What is an Architect? Texture hunters Making a printing plate Press printing		Colour and Tone Tints, Tones and Shades The king who banned the dark Light and shadow – photography Warm and cool colours Pablo Picasso Colour and tone	.		Water Water and waves Working with watercolours 1 and 2 Wax resist and watercolour Waterscape Living water
Music	Let's celebrate: Harvest songs and Nativity play Performing what we have learnt		Instruments: Learning boomwhackers. Introduction to notation and reading music. Building on rhythm knowledge e.g. lengths of notes.		Summer 1: composing – using instrument to give a picture sound e.g. how can we replicate the sound of fire? Topic is Great Fire of London based. Summer 2: Exploring instruments that children can learn in Year 3 and trying them out.	
MFL	In Key Stage 1 children have a small amount of French learning (approximately 5 minutes per week) to begin to learn some key vocabulary and phrases, such as greetings, numbers, colours, classroom objects, body parts, clothes and family members. The children pick up the pronunciation easily at this age and with even a small amount of exposure to French, getting the children secure in speaking certain key phrases and vocabulary really helps the children with the transition to more substantial language learning.					