|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **A journey around the U.K** |
| **English** | **Passport to the U.K!**(visit different stations: Scotland, Ireland, Wales, England and participate in different cultural activities) | Handwriting and spelling (1 week)Stories by a familiar author (5 weeks) James and the Giant Peach-Roald DahlCalligram poem (1 week) | **Food tasting from different regions in the U.K** |
| **Maths** | Number-place value (3 weeks)Number-addition and subtraction (5 weeks) |
| **Science** | Living things and their Habitats **To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.** |
| **P.E.** | Gymnastics **To perform a variety of actions with control. To perform and repeat actions accurately. To perform a sequence of gymnastics actions. To move from a position of stillness to travelling movement. To move smoothly from one position of stillness to another.** Invasion games – netball, basketball **To pass the ball accurately to a partner over a variety of distance. To perform a range of throwing and catching skills with control. To show good awareness of others in running, chasing and avoiding games. To make simple decisions about where to turn.** |
| **Art/D&T** | Art-Drawing portraits – (links to Year 1 portraits) Suggested artist - Rembrandt)**. The focus should be on shading, light and dark and the importance of shape and space. The children will be able to discuss similarities and differences and how different shades can impact mood and emotions. Introduce portraits and features, reminding chn of Picasso work (Y1). Explore facial features and Rembrandt pics, identifying light and dark. Explore portrait images and portraits throughout history and our daily lives. Explore how a partner’s face is 3D & how we apply proportion when replicating faces. Explore shading, using gradient pencils and colouring pencils to create tints and tones. Create two portraits of same person; one using sketch pencils and one colour pencils. Peer feedback, then self-evaluate to identify own improvements. Produce final piece using sketch or colour pencils or combination**. |
| **Hist/Geog** | Map and Atlas skills – looking at physical and human geography of the United Kingdom.**To name and locate the world’s 7 continents and 5 oceans. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.****To understand geographical similarities and differences through studying the human and physical geography of contrasting areas of the United Kingdom. To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**. |
| **R.E.** | Herts Scheme- Symbols and actions; Beliefs and practices;Prayer, worship and reflection**Expressing religious meaning****Muslim prayer and action****Festivals including Christmas** |
| **R.S.E.** | One Education Recovery Curriculum Whole School Plan – 5 weeks – **1-Relationships. 2. School Community. 3. Transparent Curriculum. 4. Metacognition. 5.Space.**One Decision**- Keeping/Staying safe- tying shoelaces.** |
| **Music** | Charanga Scheme Unit 1- Hands, feet, heart. South African Music.**To use voices expressively and creatively.****To create and choose sounds for an effect.****To perform rhythmical patterns, keeping a steady pulse. To think about others when rehearsing or performing.****To show awareness of the audience.****To repeat short rhythmic and melodic patterns and experiment with these****Key Vocabulary:** **Keyboard, drums, bass,****electric guitars, saxophone, trumpet, pulse, rhythm,****pitch, improvise, compose, perform, audience,****question and answer, melody, dynamics, tempo** |
| **Computing** | [Recognise Uses of IT](https://www.ilearn2.co.uk/year-2-uses-of-it.html)**1. Spot digital technology in school. 2. Find a piece of computer equipment amongst day to day objects and choose the correct definition.** **(1-2 Hours)​​​**[Introduce Data Handling](https://www.ilearn2.co.uk/year-2-data-handling.html) --pupil activity code: 3388**1. Understand what data is and collect it as a tally.****2. Label a pictogram and add data to each column.****3. Edit a table with correct titles and numbers.****4. Create a bar chart/pie chart/line chart suitable for the data.****5. Explain what a pictogram/bar chart/line chart shows.****(3-4 Hours)** |
| **Enrichment** | ROLE PLAY AREA 🡪 Travel Agents Healthy eating-healthy food tasting from different regions. Make a U.K cookbook of favourite recipes.11 before 11- create something amazing: Poppy display preparation for Armistice day. |
| **HALF TERM** |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **A Trip to Oz!** |
| **English** | **Outback BBQ(in school)** | Diary writing (3 weeks) Diary of a wombatStories from other cultures (4 weeks) How the Kangeroo got it’s tail | **Christmas in OZ** |
| **Maths** | Measurement-money (3 weeks)Number –multiplication and division (3 weeks)Consolidation (1 week) |
| **Science** | Animals including humans **To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs** **of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene** |
| **P.E.** | Dance **To link several movements together with control and co-ordination** **To talk about different stimuli as the starting point for creating a dance phrase and short dances.** **To explore actions in response to a stimulus.****To explore different ideas, moods and feelings by improvising.** **To experiment with different dynamics, actions, levels and a growing range of possible movement.** Invasion Games: football **To pass the ball accurately to a partner over a variety of distance** **To perform a range of kicking skills with control** **To show a good awareness of other in running, chasing and avoiding games****To make simple decisions about where to run.** |
| **Art/D&T** | DT- Structures- Towers (Links to Yr1 bridges) Suggested engineer- Gustafe Eiffel. **Children will further develop their understanding of structures exploring a range of towers. They will identify materials that have been used and consider how they have been strengthened. Children will be taught how to communicate their ideas and how to select and safely use a range of equipment and material to complete their practical task.** **Look at a range of towers. Iggy Peck architect books. Purpose** **Materials used – how they are strengthen etc.****Experiment with cardboard etc.****Shapes within****How towers have changed over time.****Design and make a tower.** |
| **Hist/Geog** | Australia – climate, weather & seasons, landmarks, map skills. **To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.** **To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** |
| **R.E.** | Herts Scheme-Symbols and actions; Beliefs and practices;Prayer, worship and reflection**Expressing religious meaning****Muslim prayer and action****Festivals including Christmas** |
| **R.S.E.** | One Decision- **Keeping/staying healthy. Healthy eating. Brushing teeth.** |
| **Music** | Charanga Scheme Unit 2- Ho, Ho, Ho! Christmas.**To perform rhythmical patterns, keeping a steady pulse To think about others when rehearsing or performing.****To show awareness of the audience. To repeat short rhythmic and melodic patterns and experiment with these To understand how musical elements can create different moods and effects To express how music makes you feel through movement or art. To begin to explore, choose and order sounds using the inter-related dimensions of music\*****Key vocabulary:****Keyboard, bass, guitar,****percussion, trumpets, saxophones, pulse, rhythm,****pitch, perform, audience, rap, improvise, dynamics,****tempo**  |
| **Computing** | E-Book Creation **1. Add a book cover with title, author, colour and image.****2. Add multiple pages based on a theme.3. ​Add text on different pages.****4. Add images on different pages to match the theme/text.****5. Add voice recordings to match the text and theme.****(4 Hours)****Please note pupil logins will need to be set up first at:** [**https://www.writereader.com/en#0**](https://www.writereader.com/en#0) |
| **Enrichment** | Link 11b411 – create something amazing or break a record |
| **NOTES** |
| **CHRISTMAS HOLIDAYS** |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Blast from the Past** |
| **English** | **1950s/1960s Lindyhop, Rock & Roll Dance**  | Historical fiction (4 weeks) Wind in the Willows.Letter writing (2 weeks) Great Women who changed the world  |  **British Schools Museum, Hitchin**  |
| **Maths** | Number- multiplication and division (2 weeks)Statistics (2 weeks)Geometry-properties of shape (2 weeks) |
| **Science** | Materials **To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. To compare how things move on different surfaces. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** |
| **P.E.** | Gymnastics  **To choose, use and vary simple compositional ideas. To create and perform a sequence. To devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. To adapt a sequence to include apparatus or a partner. To use different combinations of floor, mat and apparatus showing control, accuracy and fluency. To talk about differences between mine and other performances. To suggest improvements**Invasion Games: tag rugby**To pass the ball accurately to a partner over a variety of distance** **To perform a range of throwing and catching skills with control****To show a good awareness of other in running, chasing and avoiding games****To make simple decisions about where to run.****To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics.** |
| **Art/D&T** | Art – (links to Year 1 portraits and Year 2 drawing) Painting still life.Suggested artists-Morandi **Children will develop their understanding of contrast and colour to create realistic representations of real life objects. Children will explore colours and how to make different tints and tones and how this creates mood. Children will also explore the impact different tools will have on application. Introduce Mondrian art, realism.** **Children arrange and compose objects - how changes focus of paintings. Explore Morandi still life images; similarities/differences; shapes and lines.** **Children explore different objects to draw, e.g. tin or vase.****What happens to shadows when light source moves? Record with arrow where light source comes from. Colour outline. Repeat (changing colour) after changing light source position.** **Draw different objects, focusing on line showing 3D form. Mix paint to make different tints, tones shades. Apply paint, focusing on light position, showing shadow.** **Peer evaluation. Compose final piece. Link to Morandi**. |
| **Hist/Geog** | Famous People – What is famous? Queen Victoria, Martin Luther King, Rosa Parks, Florence Nightingale.**To understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life e.g. different periods** |
| **R.E.** | Herts Scheme- Identity and belonging;Sources of Wisdom; Beliefs and practices -Easter**Different ways of giving thanks to God****Invite a faith visitor to school or visit a place of worship****The Lord’s Prayer****The Easter Story****Shabbat and Passover** |
| **R.S.E.** | One Decision-**relationships- bullying/body language** |
| **Music** | Charanga Scheme Unit 4- I Wanna Play in a Band! Rock music.**To use voices expressively and creatively To understand how musical elements can create different moods and effects To identify improvements that could be made to their own work and implement these. E.g. different choice of instrument To create and choose sounds for an effect.****To perform rhythmical patterns, keeping a steady pulse. To think about others when rehearsing or performing.To show awareness of the audience**.**Key vocabulary- keyboard, drums,****bass, electric guitar, rock, pulse, rhythm, pitch,****improvise, compose, perform, audience,****melody, dynamics, tempo** |
| **Computing** | [Develop Programming](https://www.ilearn2.co.uk/year-2-programming.html)- pupil activity code: 5656**1. Write a program using a sequence of code blocks by predicting.****2. Simplify a program by using a loop.****(2-3 Hours)** [E-safety](https://www.ilearn2.co.uk/e-safety---key-stage-1.html)**(Resources 4-7)****1. What are the dangers of sharing photos online?****2. People are not always who they say they are online.****3. Trusting information online.****4. Using the Internet responsibly.****5. Being respectful.** |
| **Enrichment** |  |
| **HALF TERM** |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Build, Build, Build** |
| **English** | **Wimpole Hall, National Trust**  | Instructions (2 weeks)Explanations (2 weeks) | **Great Fire of London -build houses and set them on fire on the field.** |
| **Maths** | Geometry properties of shape (1 week)Number-fractions (3 weeks)Measurement-length and height (2 weeks) |
| **Science** | Materials **To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. To compare how things move on different surfaces. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** |
| **P.E.** | Dance. **To explore different ideas, moods and feelings by improvising.** **To experiment with different dynamics, actions, levels and a growing range of possible movement.****To compose dance phrases and short dances that express and communicate ideas, moods and feelings.** **To remember and repeat a short dance phrase****To show repeat control, coordination and spatial awareness. To talk about differences between mine and other performances. To suggest improvements I can pass the ball accurately to a partner over a variety of distance** Invasion games- lacrosse, hockey**To perform a range of striking skills with control****To show a good awareness of other in running, chasing and avoiding games****To make simple decisions about where to run.****To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics.** |
| **Art/D&T** | DT- Textiles The wonderful world of wool – (Links to Year 1 Umbrellas)Suggested engineer: Edmund Cartwright.**Children will investigate the uses of wool. They will practically discover the journey of felt and research how wool is spun. They will focus on how machinery is used to manufacture wool in the modern world before designing and making an appealing and functional product. How is felt made – its journey. What type of products are made from wool? Use loose wool, dye it, shape it and boil into felt. Look at home wool is spun. Look at the machinery that is used to manufacture wool.****Weaving using wool and make a bag/ purse** |
| **Hist/Geog** | Great Fire of London**To understand events beyond living memory that are significant nationally or globally. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.** |
| **R.E.** | Herts Scheme- Identity and belonging;Sources of Wisdom; Beliefs and practices -Easter**Different ways of giving thanks to God****Invite a faith visitor to school or visit a place of worship****The Lord’s Prayer****The Easter Story****Shabbat and Passover** |
| **R.S.E.** | One Decision-**being responsible- practise makes perfect. Helping someone in need**.  |
| **Music** | Charanga Scheme Unit 3- Zootime. Reggae and animals.**To understand how musical elements can create different moods and effects To identify improvements that could be made to their own work and implement these. E.g. different choice of instrument To create and choose sounds for an effect.****To perform rhythmical patterns, keeping a steady pulse. To think about others when rehearsing or performing. To show awareness of the audience. To repeat short rhythmic and melodic patterns and experiment with these****Key vocabulary: Keyboard, drums, bass,****electric guitar, reggae, pulse, rhythm, pitch,****improvise, compose, perform, audience, melody,****dynamics, tempo** |
| **Computing** | [Digital Art](https://www.ilearn2.co.uk/year-2-digital-art.html)- pupil activity code: 1122. Links to Mondrian art**1. Use lines and fill tools to make interesting patterns.****2. Add a variety of shapes (outlines and fill) and label them with text.** **​(2-3 Hours)**[Introduction to Animation](https://www.ilearn2.co.uk/year-2-animation.html)- pupil activity code: 4422**1. ​Add a background and objects to a frame.****2. Copy/clone a frame and move objects to create an animation.****3. Create screen-recording animation (optional, requires iPad).****4. Create stop-motion animation with photos (optional, requires iPad).****​(3-4 Hours)** |
| **Enrichment** | Fire safety visit from fire station |
| **EASTER HOLIDAYS** |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Toucans and Treetops** |
| **English** | **Rainforest art day** | Fables (3 weeks)Aesop’s fablesNon-chronological reports (3 weeks) Amazon rainforest report. | **Showcase: Rainforests (including dance performance)** |
| **Maths** | Measurement-time (2 weeks)Measurement-mass, capacity, temperature (3 weeks)Investigations and consolidation (2 weeks) |
| **Science** | Plants.**To observe and describe how seeds and bulbs grow into mature plants****To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.** |
| **P.E.** | Batting skills- tennis, badminton, **To pass the ball accurately to a partner over a variety of distance. To perform a range of striking skills with control. To show a good awareness of others in running chasing games****To make simple decisions about where to run.****To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics.** Batting Skills-cricket**To pass the ball accurately to a partner over a variety of distance.** **To perform a range of striking skills with control****To show a good awareness of others in running chasing games****To make simple decisions about where to run.****To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics**  |
| **Art/D&T** | Art Decorative Pottery (link to sculpture in year 1 ) Suggested artists Emma Bridgewater**Children will be extending the skills explored during Year 1 to design and create a pot for a purpose, exploring different shaping techniques including rolling, pinching etc. Children will be taught to think about patterns and textures whilst selecting appropriate tools to create a desired decorative effect.****Introduce Emma Rice ( née Bridgewater) and look at objects made by her - what tools needed?** **Create a cup using blue-tac/playdough. Explore different interpretations.** **Research types of clay, including earthenware.** **Sketch picture in style of ER (star, flower, leaf, bird). Children compare designs, magpie and sketch final pot. They create two pots; by hand (pinching using fingers/tools) and using mould.** **Cut print design into sponge and use paint to print sponge image.** **Fire and glaze final products. Which pot best for ER shop? Why did she develop into using moulds/stamps for mass production?** |
| **Hist/Geog** | Comparison of UK and Brazil**To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**.**.** |
| **R.E.** | Herts Scheme-Justice and fairness; Human responsibility and values;Ultimate questions**Showing care and concern****Whose community?****Who made the world and other big questions** |
| **R.S.E.** | One Decision-**Feelings and emotions- worry and anger** |
| **Music/Drama** | Charanga Scheme: Unit 5 Friendship Song.**To use voices expressively and creatively.****To sing with the sense of the melody. To think about others when rehearsing or performing.****To show awareness of the audience. To create and choose sounds for an effect.****To perform rhythmical patterns, keeping a steady pulse. To respond to different moods in music and explain thinking about changes in sound****Keyboard, drums, bass,****glockenspiel, pulse, rhythm, pitch, improvise,****compose, perform, audience, melody, dynamics,****tempo Keyboard, drums, bass,****electric guitar, reggae, ,****improvise, compose, perform, audience,**  |
| **Computing** | [Programming with Scratch Jr](https://www.ilearn2.co.uk/year-2-scratch-jr.html)- pupil activity codes: 4449 and 7771 (Requires free Scratch Jr for iPad, Windows or Chromebook)**​1. Program movements.****2. Program outputs for audio or text.****3. ​Find errors in a program (debug).****4. Program inputs (touch or clicking)****5. Program conditions (if statements).** **​(3-4 Hours)** |
| **Enrichment** | Local artist visit |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
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| **Topic** | **Land Ahoy!** |
| **English** | **Splash day!** | Adventure stories (4 weeks) Pedro’s journey- a voyage with Christopher ColumbusNewspaper report (3 weeks) Columbus discovering America. | **RNLI Visit** |
| **Maths** | Number-multiplication and division (2 weeks)Statistics (2 weeks)Properties of shape (1 week) |
| **Science** | Living things and their Habitats **To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.** |
| **P.E.** | **.**Athletics- running, throwing, jumping.**To understand and develop the core skills of running, jumping and throwing individually.** **To understand and develop the core skills of running, jumping and throwing in a co-operative context using a variety of equipment.** **To practice simple running techniques in a variety of fun activities To practice jumping and throwing actives initially from a stationary position. To progress my jumping and throwing skills from a controlled run up.** Batting Skills- Rounders**To pass the ball accurately to a partner over a variety of distance** **To perform a range of striking skills with control****To show a good awareness of others in running chasing games****To make simple decisions about where to run.****To use a variety of skills, actions and ideas to begin to show some understanding of simple tactics.**  |
| **Art/D&T** | Dynamic Drawbridges- (Links to Year 1 bridges and year 2 towers) Suggested engineer- Joseph Strauss**Drawing on their structural knowledge, children will consider the purpose of a draw bridge. They will explore the features of draw bridges, considering the need for moving mechanisms (pulleys) in an overall design. Children will link their learning to historical facts before designing and building a draw bridge fit for a given purpose**. **Look at a range of castles****What was the purpose of a castle?****Levers in draw bridge and other mechanisms to raise things up and down.****Where are these levering systems used throughout the world – across the ages.****Design and build a castle****Link to history/ stories** |
| **Hist/Geog** | Revisit of world geography – continents & oceans. Famous people-Grace Darling.**To name and locate the world’s 7 continents and 5 oceans. To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. To understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods** |
| **R.E.** | Herts Scheme- Justice and fairness; Human responsibility and values;Ultimate questions**Showing care and concern****Whose community?****Who made the world and other big questions** |
| **R.S.E.** | One Decision- **Computer safety-image sharing. Money matters-assessment** |
| **Music** | Charanga Scheme- Unit 6- Reflect, Rewind, Replay. Assessment.**To use voices expressively and creatively. To sing with the sense of the melody. To think about others when rehearsing or performing. To show awareness of the audience. To create and choose sounds for an effect. To perform rhythmical patterns, keeping a steady pulse. To respond to different moods in music and explain thinking about changes in sound****Key vocabulary-glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics,****tempo** |
| **Computing** | [KS1 Assessment Challenges](https://www.ilearn2.co.uk/key-stage-1-challenges.html)**Optional assessment or application activities - may not be needed if previous units have not yet been completed.** |
| **Enrichment** | Whole school Trip –Shepreth Wildlife Park |