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|  | | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Topic Heading | | Where do owls live? | | | What can we learn from events in the past? | | | How can we look after our environment and community? | |
| P2W texts | | * **Troll Swap by Leigh Hodgkinson** * Trolls go home by Alan MacDonald | | * **The Owl who was afraid of the dark by Jill Tomlinson (picture book)** * The Owl who was afraid of the dark by Jill Tomlinson (chapters) | * **Dragon Machine by Helen Ward** * The Dragonsitter series by Josh Lacey | Recommended revision unit on **Great Fire of London** www.literacycompany .co.uk | Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton | * **The Last Wolf by Mini Grey** * Fantastic Mr.Fox by Roald Dahl | * **Grandad’s Secret Giant by David Litchfield** * The BFG by Roald Dahl |
| Writing keys | Sentence | Use subordination (because) and co-ordination (and)  Use expanded noun phrases to describe and specify | | Use co-ordination (but, or) Add -ly to turn adjectives into adverbs | Write sentences with different forms: statement, question, exclamation, command  Use subordination (apply because, introduce when)  Use present and past tenses correctly and consistently (some progressive) | Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense  Use subordination (apply because, when; introduce that) | | Use subordination (if, that) Add -er and -est to adjectives  Use homophones and near homophones | Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful) |
| Text | Plan or say out loud what is going to be written about | | Write for different purposes | Read aloud with intonation | Write down ideas, key words, new vocabulary | | Write down ideas, key words, new vocabulary | Make simple additions, revisions and corrections |
| Punctuation | Use punctuation correctly - full stops, capital letters | | Use commas to separate items in a list | Use punctuation correctly - exclamation marks, question marks | Use punctuation correctly - apostrophes for the possessive (singular) | | Use punctuation correctly – apostrophes for contracted forms | Proof-read to check for errors in spelling, grammar and punctuation |
| Word | Throughout each unit of Pathways to Write there will be opportunities to apply word skills:  Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes  Spell common exception words. | | | | | | | |
| P2R texts | | * Troll by Julia Donaldson * The Three Billy Goats Gruff by Mara Alperin | | * Above and Below by Patricia Hegarty | * The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) | * Owen and the Soldier by Lisa Thompson * The Steadfast Tin Soldier (free online version) | | * Fantastic Mr Fox by Roald Dahl | * Grimm’s Fairytales (Usborne Books) |
| Reading keys | Ongoing skills | • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales  • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry  • Draw on what they already know or on background information and vocabulary  • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry  Predict: Predict what might happen on the basis of what has been read so far  Clarify vocabulary: Discuss and clarify meaning of words, linking new meanings to known vocabulary  Retrieve: Answer and ask questions | | | | | | | |
| Mastery focus | * Make inferences on the basis of what is being said and done * Discuss the sequence of events in books and how items of information are related | | * Answer and ask questions * Introduce non-fiction books that are structured in different ways | * Answer and ask questions Introduce non-fiction books that are structured in different ways * Make inferences on the basis of what is being said and done | * Discuss their favourite words and phrases * Make inferences on the basis of what is being said and done | | * Discuss the sequence of events in books and how items of information are related * Make inferences on the basis of what is being said and done | * Discuss their favourite words and phrases * Answer and ask questions |  |
| Science | | Plants – pupils should use the local environment throughout the year to observe how different plants grow | | | | | | | |
| Living things and their habitats. | | Animals including humans  Humans have offspring which grow into adults | Everyday materials – what can we use to build our machine? Compare suitability of materials | How can solid objects be changed by squashing, bending, twisting and stretching | | Plants (trees) – how plants need water, light and a suitable temperature to grow and stay healthy | |
| * explore and compare the differences between things that are living, dead, and things that have never been alive * 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 * identify and name a variety of plants and animals in their habitats, including microhabitats * 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. * asking simple questions and recognising that they can be answered in different ways | | * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. * identifying and classifying * asking simple questions and recognising that they can be answered in different ways | * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. * Compare how things move on different surfaces. * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. * asking simple questions and recognising that they can be answered in different ways | * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. * Compare how things move on different surfaces. * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching * asking simple questions and recognising that they can be answered in different ways | | * observe and describe how seeds and bulbs grow into mature plants * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. * observing closely, using simple equipment * gathering and recording data to help in answering questions. * asking simple questions and recognising that they can be answered in different ways | |
| History | |  | | Gunpowder plot 1605/ link with Bonfire night | In depth study of Great fire of London. | Events beyond living memory  Timeline significant events – Queen Victoria, WWI and Blitz in WWII | | Significant historical events, people and places in their own locality – how has a woodland area changed? Which people have been influential? | |
|  | | * events beyond living memory that are significant nationally or globally | * events beyond living memory that are significant nationally or globally | * 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 | | * significant historical events, people and places in their own locality. | |
| Geography | | Compare a small area of the UK with a small area in a contrasting non-European country. | | World’s seven continents and 5 oceans  Which continents have owls on? | Birds eye view – link to maps and globes |  | | Human and physical geography of local area | Recap the capital cities of the four countries |
| * 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 | | * name and locate the world’s 7 continents and 5 oceans | * name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas * use basic geographical vocabulary to refer to key physical and human features. * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |  | | * use basic geographical vocabulary to refer to key physical and human features. | * name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas |
| D&T | | Create our own trolls using sewing techniques | | Create a suitable ‘fat ball’ to feed an owl | Design and make functional machines | Design and make own moving toy | |  | |
| * learn about a range of stitches * thread a needle and explore what needle would be good for this | | * explore and evaluate a range of existing products * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * evaluate their ideas and products against design criteria | * generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * evaluate their ideas and products against design criteria | * design purposeful, functional, appealing products for themselves and other users based on design criteria * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics * evaluate their ideas and products against design criteria | |  | |
| Art | | Study of Joan Miro – create your own troll Joan Miro style | | Textiles - make samplers  and practise crossstitch/needlework | Birds eye maps/paintings of the landscapes travelled over by the dragons |  | | Banksy – graffiti art Develop a wide range of techniques/ work of artists | Creating a class/school/locality mural – what would we add to our mural? |
| * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | |  | to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | to use a range of materials creatively to design and make products | | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| RE | | What books (and stories) are special to Christians? | | How do Christians celebrate Christmas? | Who do Christians follow? Why is Jesus important to Christians?                                How do people change when they meet Jesus? | What happened when Jesus went to Jerusalem? How & why do Christians celebrate Easter? | | Why do Christians go to church? | Looking after our planet |
| * I can explain why the Bible is a special book for Christians. * I can talk about why some Bible stories are special. | | * I can express my beliefs about God. * I can discuss the hidden messages and meanings in the stories that Jesus told. * I know Christians celebrate Christmas because it is Jesus’ birthday | * To know Christians, follow Jesus. * To understand why Jesus is important to Christians. * To learn about changes that happen in people when they meet Jesus | * Retell the Easter story. * Describe what happened when Jesus went to Jerusalem. * Explore modern Easter customs. | | * Understand that worshipping God and obedience to him is central to the way of life for Christians * Know that churches are places of worship | * Know that we all play a part in looking after the planet * Be able to say small ways that they can contribute to climate change prevention * Know they are global citizens |
| Computing | | Coding | | | Online safety | Making Music | | Creating Pictures | Questioning and parts of a computer |
| * To understand what an algorithm is. * To create a computer program using an algorithm. * To create a program using a given design.   • To understand the collision detection event.  • To create a program using a given design.  • To understand the function of buttons in a program | | | • To know how to refine searches using the Search tool.  • To know how to share work electronically using the display boards.  • To use digital technology to share work on Purple Mash to communicate and connect with others locally.  • To have some knowledge and understanding about sharing more globally on the Internet.  • To introduce Email as a communication tool using 2Respond simulations.  • To understand how we talk to others when they are not there in front of us.  • To open and send simple online communications in the form of email. | * To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds section. • To create their own tune using the sounds which they have added to the Sounds section. * To add sounds to a tune to improve it. • To think about how music can be used to express feelings and create tunes which depict feelings | | • To look at the work of William Morris and recreate it using the Patterns template.   * To look at the work of pointillist artists such as Seurat. * To recreate pointillist art using the Pointillism template. | * To show that the information provided on pictograms is of limited use beyond answering simple questions * To construct a binary tree to separate different items. |
| MFL | | Super learner language powers | | | Nouns & physical performance | Revisiting & celebrations | | Nouns, adjectives & creatures | Exploring animal kingdoms |
| Music | | Down in the woods | Fire, Fire | | Round the world | Whatever the weather | | Down in the jungle | Sun, moon and stars |
|  | | * Create music in response to a non-musical stimulus (Y2 C) * Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) * Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) * Use graphic scores to reflect pitch and dynamics (Y2 C) * Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U) * Understand that music can be structured in different ways (Y2 U) * Respond independently to pitch changes heard in short melodic phrases indica | * Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) * Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) * Use graphic scores to reflect pitch and dynamics (Y2 C) * Understand that different sounds suit different moods (Y2 U) * Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (Y2 U) * Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) | | * Sing songs regularly with a pitch range of do-so (a 5th / CG) with increasing vocal control (Y2 P) * Sing short phrases independently / small groups within a singing game (Y2 P) * Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) * Perform actions confidently and in time to a range of action songs (Y2 P) * Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C) * Responding to the leader’s directions and visual symbols of dynamics and tempo (Y2 U) * Understand the difference between rhythm and pulse (Y2 U) * Move to music, responding to the mood and emotion (Y2 L) | * Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P) * Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) * Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C) * Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) * Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L) * Understand the speed of the music can change (Y2 U) | | * Sing songs regularly with a pitch range of do-so (a 5th / CG) with increasing vocal control (Y2 P) * Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) Use graphic scores to reflect pitch and dynamics (Y2 C) * Create a simple grid to record a 4 beat rhythmic pattern (Y2 C) * Understand that music can be structured in different ways (Y2 U) Understand that different sounds suit different moods (Y2 U) * Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L) * Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) * Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L) | * Create music in response to a non-musical stimulus (Y2 C) * Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) * Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C) * Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) * Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) * Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U) * Comment constructively on the music produced by others and begin to use the interrelated dimensions in m |
| PE | | Fundamental movement skills | | Gymnastics – stretching, curling & arching | Fundamental movement skills | Dance | | Target games | Invasion games |
| Citizenship | | Preparing to play an active role as citizens | | Developing a healthy, safer lifestyle | Developing good relationships and respecting the differences between people | Breadth of opportunities | | Developing confidence and responsibility and making the most of their abilities | |
| * to take part in discussions with one other person and the whole class; * to take part in a simple debate about topical issues; * to recognise choices they can make, and recognise the difference between right and wrong; * to agree and follow rules for their group and classroom, and understand how rules help them; * to realise that people and other living things have needs, and that they have responsibilities to meet them; * that they belong to various groups and communities, such as family and school; * what improves and harms their local, natural and built environments and about some of the ways people look after them; * to contribute to the life of the class and school; * to realise that money comes from different sources and can be used for different purposes. | | * how to make simple choices that improve their health and wellbeing; * to maintain personal hygiene; c. how some diseases spread and can be controlled; * about the process of growing from young to old and how people's needs change; * the names of the main parts of the body; * that all household products, including medicines, can be harmful if not used properly; * rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. | * to recognise how their behaviour affects other people; * to listen to other people, and play and work cooperatively; * to identify and respect the differences and similarities between people; * that family and friends should care for each other; * that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. | * take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); * feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); * take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); * make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); * meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); * develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); * consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); * ask for help (for example, from family and friends, midday supervisors, older pupils, the police.) | | * to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; * to share their opinions on things that matter to them and explain their views; * to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; * how to set simple goals. | |
| Visits and Visitors | | Blue Cross | | | Nantwich Museum to learn about The Great Fire of Nantwich | | | Beach Trip | |
| Theme Days | | Firework Night  Anti Bullying Week  Christmas Jumper Day  Children in Need  Rock Steady  Harvest Celebration  Christmas Carols  Nativity  Remembrance Event | | | Children’s Mental Health Week  Safer Internet Day  Pancake Day  Comic Relief / Sport Relief  World Book Day  British Science Week  Rock Steady  Easter  Mother’s Day | | | World Day  Summer Fayre  Rock Steady  Sports Day  Father’s Day  Sponsored Walk | |
| Enterprise | |  | | Christmas crafts |  |  | |  |  |
| Community and Awareness | | Poppies for the Church Harvest festival Bonfire night Shoeboxes Children in Need | | | Mother’s day  Easter church visit International day | | | Sports day  Summer fayre Father’s day | |
| Outdoor Education | | Research in woodlands  Exploring habitats | | | Gardening | | | Gardening | |
| Display | | Owls | | | Great Fire of London | | | Graffiti art | |