

'Learn, Pray, Care & Play'

"Love one another as Jesus loved us" (John 13 v 34-35)

Anything in italics is a learning opportunity or link that is too good to miss! It shouldn't be any more than a lesson or part of a lesson as it is an enhancer to the driver.

Thresholds and Concepts to help with progression. Planting and gardening – from the Lancashire learning science in the outdoors

Climate change and sustainability - from the Lancashire learning science in the outdoors

Diverse Role Models

Year 2 Representative author:	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Lupita Nyong'o <i>'Sulwe'</i> Ibtihaj Muhammad <i>'The Proudest Blue'</i>						
LITERACY	The Wild	Man on the Moon	Traction Man	Owl and Pussy Cat	Wangari Maathai	Little Evie and the Wild Wood
NUMERACY	Place value. Addition & subtraction.	Addition and Subtraction 2D/3D Shape	Money Multiplication and Division.	Length, mass and capacity. Temperature.	Fractions Time	Statistics Position and Direction
SCIENCE	Living things and their habitats.	Plants Plant Bulbs	Everyday Materials Grow your own food Bulb growth diaries	Performing simple tests, gathering and recording data – Materials Looking after planet earth – David Attenborough	Living things and their habitats Materials	Animals including humans Harvesting and cooking Improving green spaces
RE	2.1 Why is the Bible such a special book? Sikhism – Guru Granth Sahib Islam – Qu'ran	2.2 Christmas – why was the birth of Jesus such good news?	2.3 Why did Jesus welcome everyone?	2.4 Easter – how do symbols help us understand the Easter story?	2.6 What happened at the Ascension & Pentecost?	2.5 Why is the church a special place for Christians? Islam – mosque

ART	/	/	Tell a Story Quentin Blake	Beside the Seaside Vincent Van Gough	Sculpture and 3D Clay houses Lubaina Himid	/
DT	Textiles Pouch for character	Structures Baby Bear's chair/Bob's chair	Mechanisms Fairground ride .	/	/	Cooking – healthy lunch for Evie on journey to Cliviger
GEOGRAPHY	<i>Geographical skills and fieldwork linked to sci</i>	/	/	Blackpool – Small area of UK	Where would you prefer to live? England or Kenya? Africa/Kenya/Continents/Oceans Wangari Maathai	What would Evie find exciting about Cliviger/Burnley??
HISTORY	Significant historical event – World War 11 and using locality/special people connected to the area. Black History Month - Lillian Bader	Why was Neil Armstrong a brave person? Mae Jemison	/	Victorians and the way they lived – links made with Blackpool in the Victorian era. Sarah Forbes Bonetta	/	/
PE	Fundamental Skills baseline assessment. Use fundamental skills in multiple ways/games – Multi skills BSSP	Perform a cheerleading/hip hop dance phrase to music. Play a striking and fielding game with a simple tactic.	Work together to complete a journey around school ground. BSSP Adapt fundamental skills to play different games.	Sequence using travel, balance, roll and jump. Pass and bounce a ball in a tactical game.	Use a tactic(s)in a net/wall game. Throw, catch and pass in a tactical game.	Throw over or underarm accurately within a game. Fundamental Skills KS1 Assessment
PSHE GLOBAL NEIGHBOURS	Caring Friendships/Respectful Relationships Wildlife Trust - habitats	Mental Wellbeing and Physical Health	Internet Safety and harms Online Relationships	Being Safe Families and People who care for me	Health Education Christian Aid / Water Aid	Living in the Wider World
ICT	Purple Mash Unit 2.6 Creating Pictures	Purple Mash Unit 2.3 Spreadsheets	Purple Mash Unit 2.1 Coding	Purple Mash Unit 2.4 Effective Searching	Purple Mash Unit 2.8 Presenting Ideas	Purple Mash Unit 2.7 Making Music
MUSIC	Our land Ella Fitzgerald - America	Melody and Structure within Christmas Nativity – singing	Toys	Number	Weather Ella Fitzgerald	/

Confident Readers	Numeracy	Effective Communicator	Creativity	Social Skills	Thinking Skills
Phonics – has to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis. Foster a love of reading Opportunities to choose their own books using the school library and change them when they have been read. Engage in shared/whole class reading every day.	Mental Maths and times tables– to be taught and strategies practised every day. Open –ended problem solving to take place every fortnight to develop investigative, reasoning and logical skills. Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment. When appropriate, children should have access to equipment and this should be interactive.	Y1-6 – ‘Big Write’ every fortnight on a Friday. Writing title to go home the Friday prior to be planned by pupils and put on the website with example targets. EYFS – the Big Talk and the Big Write in the summer term. Take part in Guided Writing once a fortnight. Levelled writing to take place once a term to inform pupils and teachers about their standard of writing and how it can be improved. An opportunity to edit pieces of writing with a partner or as an individual. To write for different purposes and audiences in a range of formats. Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results. Handwriting linked to spellings and use of the scheme.	Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations. Provide the correct stimulus to engage the children. Create a culture where everyone’s ideas are accepted, respected and developed. Children to have the opportunity to engage in	To respect the opinion and feelings of others. To work as a team and be able to share with and support each other. To understand different social situations and adapt. To help others. To always use their manners. Opportunity for all children to be able to share their work and celebrate their success	To encourage and develop independent thinking To ‘have a go’ and not fear failure. To develop questioning and answering skills. To retain and build on previous knowledge.

Take part in Guided Reading every week including comprehension questions. Use a working wall and displays to promote and demonstrate a range of literature.	Children should be able to verbalise the methods and strategies that they are using.	To access speaking and listening through role play and drama. To communicate in different situations and to understand the process of presentation.	outdoor learning. Open ended, challenging and practical tasks.		
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