

Key Focus	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Street Detectives (Our School and Local Area)</b> (focus: Geography & History)	<b>A Secret Sky Garden!</b> (focus: Science & Geography) <b>Winter Wonderland (mini topic)</b>	<b>London's Burning! (The Great Fire of London)</b> (focus: History/ Design Technology)	<b>Superheroes (Traction Man)</b> (Focus: English)	<b>Into the Woods!</b> (Focus: English traditional tales)	<b>Under the Sea</b> (focus: Science)
<b>Outcome</b>	<b>Hook:</b> A top hat arrives in the classroom. But whose is it? Where has it come from? Who was this person? <b>Outcome:</b> Children will produce an informative booklet containing a persuasive piece of writing, along with a map with a key and a drawing of original artefacts, to persuade visitors to visit Swindon's STEAM museum.	<b>Hook:</b> A plant pot arrives in the classroom, ready for us to plant. But how do we do it? What will we need? And who is it from? Let's find out what plants need. <b>Outcome:</b> Grow, monitor and record the plant and grow our own beans and cress to research how to look after them. Science Bean diary.	<b>Hook:</b> An old diary, along with some other artefacts have been found buried in the Secret Garden. What are the items in the box and who does it belong to? <b>Outcome:</b> Children to share their written news report about the GFOL in the style of a TV news bulletin: shared with another class online.	<b>Hook:</b> An adult superhero costume is left on Mrs Wood's chair. Whose it? Where has it come from? <b>Outcome:</b> Children will share their creative pop art artwork and Design & Technology Traction Man Toy box with their class via an online class slideshow/video.	<b>Hook:</b> Clues are read out about a certain scary, well-known character (the Wolf), who has been scaring an old lady in the woods. Do we know who it might be? What fairy tale is he from? <b>Outcome:</b> <i>Twist the Text!</i> We study the similarities and differences between the modern and traditional versions of the tale, <i>Little Red Riding Hood</i> , discussing our preferences and why. Role play the different versions before writing our own adaptation.	<b>Hook:</b> A rather damp treasure chest arrives in the classroom. Who is it from? What does it contain?
<b>Trips/Visitors</b>	Head teacher will visit the classroom to review Fact File Booklets produced and to share home via Class Dojo.	N/A	N/A	Immersion Day: Dress up as your favourite Superhero!	N/A	Bristol Aquarium Visit with Year 1.
<b>English</b>	<b>Fiction:</b> Write a letter from the perspective of the robot to his friend, comparing his feelings at the beginning and end of the story. <b>Non-Fiction:</b> Instructional piece, explaining how to make a robot (based on junk modelling experience).	<b>Narrative:</b> Change the ending of the Secret Garden story... <b>Non Fiction:</b> An instructional piece linked to Recycling based on the Secret Sky Garden story.  <b>Poetry:</b> Create a descriptive snowflake poem containing a repeating line (Winter week before Christmas).	<b>Fiction:</b> Character profile of <i>Toby in Toby and the Great Fire of London</i> Story Map. <b>Non-Fiction:</b> A Recount news report detailing the events of the GFOL; how it started, where it started, damage caused, how it was put out, dates and an eye-witness account.	<b>Fiction:</b> drama activities based on the story. Hot seating to ask Traction Man questions. Retell the story from Traction Man's point of view (role on the wall) <b>Non-Fiction:</b> Produce an invitation to the world's biggest toy store opening!	<b>Fiction:</b> Children box up their version and create their very own twist on <i>The Little Red Riding Hood</i> traditional tale. Wanted poster of The Wolf! <b>Non Fiction:</b> we find out about Woodland Animals and produce an Information leaflet to give to new members (children) of the RSPB.	<b>Poetry:</b> Poem about the sea / animals / mythical sea creatures /the water we have observed on our trip.  <b>Non-fiction:</b> Produce a recount of our visit to the aquarium.
<b>High Quality texts</b>	<ul style="list-style-type: none"> <li><i>The Robot and The Bluebird</i> by David Lucas</li> <li><i>Powerless</i> (Literacy Shed Animation).</li> </ul>	<ul style="list-style-type: none"> <li><i>The Secret Sky Garden</i></li> <li><i>The Tiny Seed</i> by Eric Carle</li> <li><i>The Snowman</i> by Raymond Briggs</li> </ul>	<ul style="list-style-type: none"> <li><i>Toby and the Great Fire of London</i> by Margaret Nash and Jane Cope</li> <li><i>The Queen's Handbag</i> by Steve Antony</li> </ul>	<ul style="list-style-type: none"> <li><i>Traction Man</i> by Mini Grey</li> </ul>	<ul style="list-style-type: none"> <li><i>Little Red</i> by Bethan Woollvin</li> <li><i>Little Red Riding Hood (traditional tale)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Tiddler</i> by Julia Donaldson</li> <li><i>The Whales' Song</i> by Dyan Sheldon</li> <li><i>The Sea Around Us</i> by Rachel Carson.</li> </ul>
<b>Mathematics Key Area</b>	<b>Number and Place Value:</b> <ul style="list-style-type: none"> <li>Represent 2-digit numbers and recognise the value of digits in 2-digit numbers</li> <li>Partition 2-digit numbers in different ways</li> <li>Read 2-digit numbers in words and write using numerals</li> <li>Read 2-digit numbers in numerals and write in words</li> <li>Identify 2-digit numbers on a number line</li> </ul>	<b>Multiplication and division:</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	<b>Measurement – height and length:</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers. Compare and order lengths. <b>Geometry – properties of shapes</b> Identify and describe the properties of 2-D shapes, including the	<b>Measurement – Money:</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving	<b>Number – Fractions:</b> Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. <b>Measurement -Time:</b> Compare and sequence intervals of time	<b>Measurement: Mass, Capacity and Temperature</b> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.

	<ul style="list-style-type: none"> <li>Represent 2-digit numbers on a number line</li> <li>Estimate numbers on a number line</li> <li>Compare any 2-digit numbers using <math>&gt;</math> and <math>&lt; =</math></li> <li>Order 2-digit numbers with different tens and the same tens from smallest to greatest</li> <li>Order 2-digit numbers, find 10 more than a given number, find 10 less than a given number and 10 more.</li> </ul>	<p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><b>Statistics:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p>	<p>number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>addition and subtraction of money of the same unit, including giving change.</p> <p><b>Geometry – position and direction:</b> Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	<p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Compare and order mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math> symbols.</p>
Science	<p><b>Animals including Humans (Y1 objectives)</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Seasonal Changes:</b> Explaining seasonal and daily weather patterns in the UK (focus upon Autumn).</p>	<p><b>Plants</b> 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. We will grow our very own Secret Sky Garden in our classroom! We will also explore recycling and how Funni could recycle the rubbish found at the top of the Secret Sky Garden.</p> <p><b>Seasonal Changes:</b> Explaining seasonal and daily weather patterns in the UK (focus upon Winter).</p>	<p><b>Uses of Everyday Materials:</b> Children will learn to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Term 3:</b> Children will explore the materials in the context of designing and making a suitable 3D model of a house, representing various materials to withstand the Great Fire of London! Children will learn of the materials used in the houses of the Tudor times, and why the materials were unsuitable and helped to spread the devastating fire. <b>Term 4:</b> Children will investigate the most appropriate materials needed to design costumes for Traction Man; waterproof/stretchy properties etc.</p> <p><b>Seasonal Changes:</b> Explaining seasonal and daily weather patterns in the UK (focus upon Spring).</p>	<p><b>What/who lives in the Woods? Living Things and their Habitats:</b> 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.</p> <p><b>Seasonal Changes:</b> Explaining seasonal and daily weather patterns in the UK (focus upon Summer).</p>	<p><b>Animals including Humans (Y2 objectives):</b> 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.</p> <p><b>Seasonal Changes:</b> Explaining seasonal and daily weather patterns in the UK (focus upon Summer).</p>	
Computing	<p><b>Computer Science:</b> <b>The use of Beebots: Creating algorithms to direct bee bots on a map of the local area.</b></p> <ul style="list-style-type: none"> <li>Link to Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> </ul>	<p><b>Information Technology:</b> <b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</b></p> <ul style="list-style-type: none"> <li>Turning towering buildings into bar charts using ICT.</li> <li>Comparing plant growth using bar charts.</li> </ul>	<p><b>Information Technology: Create a design of our newly rebuilt house (link to Gfol).</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Links to the wider world: recognise common uses of</li> </ul>	<p><b>Digital Literacy: Using the Internet Safely to research facts about our favourite superheroes.</b></p> <ul style="list-style-type: none"> <li>Recognise that devices can be connected via networks. Understand the ways devices are used in the workplace and the wider world. Use key</li> </ul>	<p><b>Computer Science:</b> <b>The use of Beebots: Creating algorithms to direct bee bots on a map of the woods.</b></p> <ul style="list-style-type: none"> <li>Children will use the Little Red Riding Hood jackets of the characters and direct them!</li> </ul>	<p><b>Digital Literacy: How to keep ourselves safe online</b></p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</li> </ul>

	<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>		information technology beyond school (types of jobs that may need designers/Engineers etc).	words in a search engine to find information.		contact on the internet or other online technologies.
<b>Geography</b>	<p><b>Geographical skills and fieldwork:</b> 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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.</p> <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p><b>Human and physical geography</b></p> <p>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.</p>	<p><b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Link to London and comparisons with other 3 countries of the UK.</p> <p>Links to <i>The Queen's Handbag</i> text.</p>	<p><b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Link to London and comparisons with other 3 countries of the UK.</p> <p>Written instructions to Traction Man, explaining how he can travel to these 4 countries.</p>	<p><b>Geographical skills and fieldwork:</b> Revisit our map skills and produce a map of the woods containing the characters, ready to enlarge and use with our Bee Bots. Use simple compass directions and locational and directional language to describe and write about the journey Little Red can take to escape!</p>	<p><b>Place Knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (the South West) and of a small area in a contrasting non-European country (TBC).</p> <p><b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>History</b>	<p><b>Street Detectives: Isambard Kingdom Brunel</b> <b>NC Objective</b> the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Knowledge</b> By the end of Topic children should know explain in simple terms the effect of the railways on Swindon Key facts about Isambard - birth death – early life His influence on Swindon – statue of Brunel – Brunel shopping centre outlet village/steam museum – influence of Railway works</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Museum, Local, Artefact, Century, Change, Old, New, Timeline, Engineer, Victorian</li> </ul>	<p><b>Observe how the local area has changed over time, the changing of natural green open spaces.</b> <b>Knowledge</b> By the end of Topic children should be able to -</p> <ul style="list-style-type: none"> <li>spot old and new things in a picture. – compare old and new</li> <li>recognise that some objects belonged to the past.</li> <li>explain what an object from the past might have been used for.</li> <li>ask and answer questions about old and new objects.</li> </ul>	<p><b>Great Fire of London: Samuel Pepys</b> <b>NC Objective</b> the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Knowledge</b> By the end of Topic children should know-</p> <ul style="list-style-type: none"> <li>Great Fire of London started on 2<sup>nd</sup> September 1666</li> <li>It is thought to have started in a bakery on Pudding Lane</li> <li>Buildings in London were made of wood and straw and very close together. The buildings</li> </ul>	<p><b>Changes within living memory:</b> exploring the toys of the past with the toys of today, examining their similarities and differences, and begin to suggest reasons for this, using phrases relating to the passing of time.</p> <p>An old toy from the family? Children can bring in and discuss how and why it may differ from toys of today.</p>	<p><b>People Who Help Us: Florence Nightingale and Edith Cavell</b> <b>NC Objective</b> the lives of significant individuals in the past who have contributed to national and international achievements compare the lives of Florence Nightingale – Edith Cavell</p> <p><b>Knowledge</b> By the end of Topic children should know-</p> <ul style="list-style-type: none"> <li>Key facts about Florence/Edith - birth death – early life</li> <li>Lady with the lamp – Florence</li> <li>Improved hospitals – Florence</li> <li>Nurse Training school – Edith</li> </ul>	<p><b>Changes within living memory:</b> Levels of Pollution in the Oceans and how this has increased over time.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: We discuss the work of <b>Scientist Rachel Carson</b>, who first discovered the dangers of chemical pollution in the ocean.</p>

			<p>were very dry and it was also very windy so the fire spread quickly.</p> <ul style="list-style-type: none"> <li>St Pauls Cathedral was destroyed in the Fire. A new cathedral was designed by Sir Christopher Wren which still stands today.</li> <li>The fire eventually went out when the wind died down on 6<sup>th</sup> September 1666 leaving thousands of people homeless</li> <li>Samuel Pepys was a man who wrote a diary about life during the time.</li> </ul> <p><b>Vocabulary</b> Bakery, St Paul's Cathedral, diary, firebreak (a gap that stops a fire spreading to nearby buildings), leather water bucket, Tower of London, axe, water squirt, fire hook, eye-witness account, monarch, architect,</p>		<ul style="list-style-type: none"> <li>Sheltered soldiers in First World War - Edith</li> </ul> <p><b>Vocabulary</b> Infection, Crimean War, Patient, Nurse, Medicine, Typhoid, First World War</p>	
<b>Art &amp; Design</b>	<p>Recreating a view from our school/home window using mixed media (<b>Author: Jeannie Baker – Belonging</b>)</p> <p>Examining City Scape artists and recreating their techniques using oil pastels, charcoal, paint.</p> <p>Examining how our work is similar to artists.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Create drawings and Art based on our local urban environment and based on The Secret Sky Garden.</p> <p>Still life drawings of flowers and plants using mixed media.</p> <p>Produce drawings of Polar Bears and evaluate/improve our work. Polar Bear Sculptures, looking at French <b>Artist: Francois Pompon</b>. Comparing our work, similarities and differences.</p> <p>We will be focusing on texture, line, shape, form and space.</p>	<p>Use a range of materials creatively to design and make images to represent the Great Fire of London.</p> <p>Firey mixed media images using light and dark to create the shadows of the buildings.</p>	<p>Create our own artwork using the cartoon pop art style of <i>Traction Man's</i> costume.</p> <p>Examine the pop art Warhol movement.</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	<p>Design a new cape for Little Red!</p> <p>What should it be made from?</p> <p>Would you give it any powers?</p>	<p>Using <i>only</i> recycled materials (plastics that we find in the ocean, netting etc) change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Create cords and plaits for decoration and weave a final piece.</p> <p>We will examine artists who promote the conservation of the oceans through their artwork, eg Courtney Mattison.</p>
<b>Design Technology</b>	<p>Discussion of the repurposing of the Railway Works (Outlet restaurants) and its link to Swindonian History. Pizza Making in our Mud Kitchen along with written Instructions.</p>	<p>Create and Design a Kite. Test it and improve it!</p>	<p>Making a 3D house out of appropriate materials, suitable to withstand the Great Fire!</p>	<p>Design and build a box for a new Traction Man action figure or accessory.</p>		<p>Using found/ recycled objects, we will create recycled 3D Reef Sculptures.</p>
<b>Physical Education</b>	<p>Ball skills</p>	<p>Winter Dance</p>	<p>Multi-skills</p>	<p>Tennis</p>	<p>Social Dodgeball</p>	<p>Athletics</p>
<b>PHSE</b>	<p>Responsibility Marvellous Me</p>	<p>Perseverance</p>	<p>Trust Changing Me</p>	<p>Patience Healthy Me</p>	<p>Empathy Dreams and Goals</p>	<p>Justice Relationships</p>
<b>RE</b>	<p>Who is Jewish and what do they believe?</p>	<p>Who is a Muslim and what do they believe?</p>	<p>How and why do we celebrate special and sacred times? (Jewish) Shabbat Festival (31/01)</p>	<p>What makes some places sacred? (Jewish and Muslims)</p>	<p>How and why do we celebrate special and sacred times? (Muslims)</p>	<p>How can we Learn from sacred books? (Jewish and Muslims)</p>
<b>Music</b>	<p><b>Charanga – Hands and Feet</b></p>	<p><b>Charanga – Ho Ho Ho</b></p>	<p><b>Charanga – I Wanna Play in a Band</b></p>	<p><b>Charanga – Friendship Song</b></p>	<p><b>Charanga – Zootime</b></p>	<p><b>Charanga – Reflect Rewind and Replay</b></p>



Year Group Two Mrs Wood

Red – Global citizenship threaded through subjects.