



Reception, Year 1 & Year 2

NEW Year R						
Main Theme but not limited to...	Autumn 1 Marvellous Me	Autumn 2 Feathered Friends / Christmas	Spring 1 On the Water	Spring 2 Amazing Africa	Summer 1 Traditional Tales	Summer 2 Minibeasts
<b>Enriching experiences</b>	Home visits Family photos brought in Scavenger hunt bags from summer visits. Allotment visits Harvesting fruit and veg Making apple crumble Woodland School	Owl Visit from Huxley's Birds of Prey Lapland Day Woodland School RE link Church visit	On the Water Hook Day River walk in Godalming Woodland School	Greengrocer or Supermarket Visit Bocketts Farm Making fruit kebabs Woodland School	Perform workshop Duck eggs/Ducklings Woodland School	The Lookout Discovery Centre Trip InsectLore Caterpillars Woodland School
<b>Key Texts to include</b>	Pete the Cat Rocking in my School Shoes Poems/Rhymes of the week incl Poetry Basket	Owl Babies The Silent Owl Night Monkey Day Monkey Christmas texts	The treasure of pirate Frank The Pirates next door Lost and Found by Oliver Jeffers Clean Up by Nathan Bryon	Our Story Starts in Africa Splash! Anna Hibiscus. Baby Goes to Market Handa's Surprise Handa's Hen Handa's Noisy Night Mama Panya's Pancakes	3 Billy Goats Gruff The Ugly Duckling	What the Ladybird Heard (plus sequels) Snail Trail by Ruth Brown Mad About Minibeasts by Giles Andreas
<b>Characteristics of Effective learning</b>	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile	Persevering Parrot Proud Peacock  Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin

<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p><b>Making relationships</b> <b>Sense of Self</b> <b>Understanding Emotions</b></p>	<p>Settling in – establishing strong, warm and supportive relationships with adults Class rules Managing personal needs independently eg toileting and snack bar. Sense of belonging and aware of similarities and differences between self and others. Sharing and taking turns Meditation Monday</p>	<p>Developing skills of assertion, negotiation and compromise. Making choices in own play. Awareness of own feelings – introduce Zones of Regulation</p>	<p>Resolving conflict and awareness of others’ needs. Sharing our knowledge What am I good at? Trying new things, seeking adult support where needed. Awareness and sensitivity to own and others’ emotions. Repairing relationships or situations. Zones of Regulation</p>	<p>Finding compromise Exploring different relationships. Targets Problem solving / perseverance. What am I good at/getting better at?  Zones of Regulation</p>	<p>Celebrating friendships, communities and social groups. Understanding feelings of ourselves and others Standing up for ourselves Working cooperatively Confidence when speaking to others.  Zones of Regulation</p>	<p>Transition Building confidence Resolving disagreements Managing feelings when wishes cant be met  Zones of Regulation</p>
<p><b>COMMUNICATION &amp; LANGUAGE</b></p> <p><b>Listening and Attention</b> <b>Understanding Speaking</b></p>	<p>Enjoying a range of stories, both whole class and small group. Responding to interactions by teachers and peers.  Develop vocabulary to speak about themselves and their families (using family photos brought in from home)</p>	<p>Following instructions Listening to my friends  Following more detailed instructions e.g. two parts.  Using talk in the everyday. Building up new vocabulary.</p>	<p>Listens and responds with relevant contributions  Showing understanding through retelling of stories (ongoing link to Talk for Writing) Using language in their own story retelling.</p>	<p>Making relevant comments and asking questions  Using words such as who, why, when, where  Using talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Engaging in back and forth interactions with adults and other children  Noticing patterns, making predictions in stories.  Explaining how and why things happen (link to duck eggs)</p>	<p>Using questions to clarify understanding in conversation  Following and creating stories without pictures or props (on the spot stories) Expressing ideas in full sentences with correct use of tenses.</p>
<p><b>PHYSICAL DEVELOPMENT</b></p>	<p><b>Gross Motor</b> Develop skills to use play equipment safely e.g. Pepperpot climbing frame. Moving and handling across and around obstacles in the playground.  <b>Fine Motor</b> Opportunities to engage in activities such as small world, puzzles, art and craft</p>	<p><b>Gross Motor</b> Develop skills to use bikes and trikes safely PE –6 week block: Moving in time to music – linked to nativity dances Develop coordination, positional awareness through a range of movements.  <b>Fine Motor</b> Focus on scissor skills and tools eg in workshop. Pencil control and grip – Crocodile Snap</p>	<p><b>Gross Motor</b> Develop skills to use indoor <u>low level PE equipment</u> safely PE –6 week block: 2 weeks moving in time to music, 2 weeks gymnastics, 2 weeks games Develop coordination, positional awareness through a range of movements. <b>Fine Motor</b> Developing skills with a range of tools e.g. scissors,</p>	<p><b>Gross Motor</b> Develop skills to use indoor <u>large PE equipment</u> safely PE –6 week block: 2 weeks moving in time to music, 2 weeks gymnastics, 2 weeks games Develop coordination, positional awareness through a range of movements. <b>Fine Motor</b> Selecting appropriate tools for a specific effect. Using tools in a controlled way.</p>	<p><b>Gross Motor</b> Develop outdoor games skills and team games (Sports Day prep) PE –6 week block: Develop coordination, spatial awareness, negotiation of space and obstacles.  <b>Fine Motor</b> Selecting appropriate tools for a specific effect. Using tools in a controlled way –</p>	<p><b>Gross Motor</b> Develop outdoor games skills and team games (Sports Day prep) PE –6 week block: Develop coordination, spatial awareness, negotiation of space and obstacles.  <b>Fine Motor</b> Selecting appropriate tools for a specific effect. Using tools in a controlled</p>

	with specific tools and support from adults. Pencil control and grip – Crocodile Snap		hole punch, tape dispenser in order to make changes to materials. Pencil control and grip – Crocodile Snap	Pencil control and letter formation	increasing accuracy and care. Pencil control and letter formation	way – increasing accuracy and care. Pencil control and letter formation
<b>LITERACY</b> <b>Utilising Talk for Writing and Drawing Club</b>	<p><b>Reading</b> Joining in with rhymes, poems and stories together Phase 1 skills – hearing and recognising alliteration, rhyme, initial sounds, oral blending, sounds in the environment Awareness of information being relayed through signs and symbols. Retelling stories from wordless books</p> <p><b>Writing</b> Gives meaning to marks Attempting to write own name or other names and words e.g. family names Represents knowledge and experiences in drawings and paintings.</p> <p>Mornings – identifying own name and sticking up</p>	<p><b>Reading</b> To start to link letters to sounds. To orally blend and segment simple cvc words. Begin to recognise some high frequency and irregular (tricky) words Begin to decode books which match phonics taught Exploring a range of print and digital books, fiction and non fiction.</p> <p><b>Writing</b> Uses some marks and letters to communicate meaning. Using writing in our play e.g. to write labels or lists. Writing recognisable letters in sequence. Writing own name with increasing accuracy.</p> <p>Mornings – tracing own name and sticking up</p>	<p><b>Reading</b> Continue to develop phonic knowledge and blends these sounds to read words and simple sentences. Continue to recognise increasing repertoire of high frequency and irregular (tricky) words Describing main story settings, events and main characters with increasing detail (links to T4W) Discussing and stories or information which children have read or had read to them.</p> <p><b>Writing</b> To write labels and captions to accompany a given or own picture. Using writing in our play e.g. to write labels, lists, cards, invitations. Begin to break the flow of speech into words. Attempts to write short sentences.</p> <p>Mornings – writing own name and sticking up</p>	<p><b>Reading</b> Continue to develop phonic knowledge and blends these sounds to read words and simple sentences. Continue to recognise increasing repertoire of high frequency and irregular (tricky) words Use vocabulary and forms of speech influenced by books and include these in their play.</p> <p><b>Writing</b> To write labels and captions to accompany a given or own picture. Using writing for a purpose e.g. to write labels, lists, cards, invitations, to recount events, to share a message Break the flow of speech into words – awareness of finger spaces. Attempts to write short sentences.</p> <p>Mornings – writing own name and sticking up</p>	<p><b>Reading</b> Read aloud and understand simple sentences matched to phonic ability. Say the sound for each letter of the alphabet and 10 or more digraphs. Use phonic knowledge to decode regular words. Sound blending with increasing fluency. Read some common irregular words.</p> <p><b>Writing</b> Writing recognisable letters with correct formation. To write short sentences that can be read by themselves and others. Spell words by segmenting the recording letter sounds in sequence. See the purpose of writing and increase stamina. Be able to review own writing using Go Go Green and Uh Oh Orange.</p> <p>Mornings – writing a caption in response to a picture on the IWB</p>	
<b>PHONICS</b>	See Little Wandle Phonics Plans <a href="https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/reception-2/planning-reception/">https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/reception-2/planning-reception/</a>					

<b>MATHEMATICS</b>  <b>White Rose Maths scheme</b>	<b>Getting to Know You</b> <b>Match, sort and compare</b> <b>Talk about Measure and Patterns</b>	<b>It's Me 1,2,3</b> <b>Circles and Triangles</b> <b>1,2,3,4,5</b> <b>Shapes with 4 Sides</b>	<b>Alive in 5</b> <b>Mass and Capacity</b> <b>Growing 6,7,8</b>	<b>Length, Height and Time</b> <b>Building 9 and 10</b> <b>Explore 3D shapes</b>	<b>To 20 and beyond</b> <b>How many now?</b> <b>Manipulate, compose and decompose</b>	<b>Sharing and Grouping</b> <b>Visualise, build and map</b> <b>Make Connections</b> <b>Consolidation</b>
<b>UNDERSTANDING THE WORLD</b>  <b>Past and Present</b> <b>People and Communities</b> <b>The Natural World</b>  HIST GEOG RE SCI	Birthdays My family Where is the school allotment and what happens there? Why do we grow food? What is harvest? Where do fruit and veg grow? How do we make apple crumble? (harvest apples form allotment, plan and source ingredients)  <b>Woodland School – introduction – Morning Only</b>	To make observations of animals. Know the features of a bird. To talk about changes. To remember and talk about significant events in their own experience. Birthdays, special events / weekly news, Halloween, Bonfire Night, Diwali, Christmas, Christmas presents and traditions in the past.  <b>Woodland School</b>	To know the features of boats and other objects found on the water. To know that some objects float and sink. To have awareness of significant boats e.g. The Titanic. Where is the river in our community? How does the river help us and animals in Godalming? How was the river used in the past?  <b>Woodland School</b>	To talk about different environments and how they might differ e.g. England and Africa. To talk about the similarities and differences in relation to friends and family. To know other children do not always share the same experiences. To identify a range of animals and their habitats  <b>Woodland School</b>	Can talk about some of the things they have observed e.g. animals and objects  How have traditional tales changed and been shared in families? What stories did we like as babies?  Royal Family History (Current Monarch, Platinum Jubilee)  <b>Woodland School</b>	To know features of mini beasts. Can talk about some of the things they have observed e.g. plants, animals and objects. Show care and concern for living things. To make observation of animals and plants. To talk about growth, decay and changes.  Recognise and describe special times and events Talk about our year as a class and moving on (transition links)  <b>Woodland School</b>
<b>R.E</b>	Who am I, and where do I belong? <ul style="list-style-type: none"> <li>• Every person is special and unique</li> <li>• Some people believe that God made them this way</li> <li>• How new babies are welcomed</li> <li>• People belong together in different ways</li> <li>• People have different ways of showing they 'belong' together (religious and non-religious)</li> <li>• Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses)</li> </ul>	Why do we have celebrations? <ul style="list-style-type: none"> <li>• Celebrations are joyful times</li> <li>• Celebrations are often a time to say 'thank you'</li> <li>• Each person has a 'birth-day', and this is celebrated on the day he/she was born</li> <li>• Christians celebrate special times e.g., Harvest, Christmas, Easter</li> <li>• Other religions have different festivals</li> <li>• School-based celebrations</li> </ul>	What can we learn from stories? <ul style="list-style-type: none"> <li>• People can have favourite stories</li> <li>• Through stories people share ideas and values about how to live</li> <li>• Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims)</li> <li>• Some stories are about special</li> </ul>	What makes our world wonderful? <ul style="list-style-type: none"> <li>• Our world is a place of wonder &amp; we should look after it</li> <li>• People are naturally 'creative'</li> <li>• Some people believe our world was created by God and that this is an important story in their special books</li> <li>• Others believe that our amazing world came about naturally and is best explained by scientists, making observations and measurements (link to Science curriculum)</li> </ul>	What makes something special? <ul style="list-style-type: none"> <li>• Different things are special to people for different reasons</li> <li>• How to look after and respect things that are special to others</li> <li>• People can use objects to help them remember special times and places</li> <li>• Some objects are 'religious' objects and help people to think about God</li> <li>• Memories can be special</li> </ul>	What makes a place special? <ul style="list-style-type: none"> <li>• Some people have spaces that are special to them</li> <li>• There are special buildings where some people go to think and learn about God</li> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>

<b>MUSIC ACROSS ALL TERMS</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances.</li> <li>• play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga.</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology.</li> </ul>					
<b>(MUSIC) Understanding of the World</b>  <b>KAPOW UNITS</b>	<b>Familiar Songs and Rhymes</b>  Set up continuous provision (as per Kapow Long Term Planning)  <b>CELEBRATION MUSIC</b> (Throughout all terms) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hannukkah, Kwankzaa and Chistmas.	<b>Christmas performance songs</b> <b>Christmas songs carols</b>  <b>EXPLORING SOUND</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sound sin the environment.	<b>MUSIC AND MOVEMENT</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b>(Handas Surprise )</b> <b>Kye Kye vKule</b>  <b>MUSICAL STORIES</b> A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	<b>(Traditional tales)</b>  <b>TRANSPORT</b> Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	<b>(Minibeasts)</b>  <b>BIG BAND</b> Learning about the four different groups of musical instruments, following a beat usingan untuned instrument and performing a practised song to a small audience.
<b>EXPRESSIVE ARTS &amp; DESIGN</b>	<b>Artist - Frida Kahlo</b> <b>COLOUR</b> - Self Portraits To form simple images. To add details for effect. Sketching my family.	<b>Artist - Alexander Calder</b> <b>FORM and SPACE</b> Handling, feeling and enjoying manipulating materials. (Clay Owls) -Constructing, building and destroying, shape and model. Manipulates materials to achieve a planned effect. Christmas cards Christmas decoration	<b>Artists – Richard Long</b> <b>TEXTURE (Collage)</b> Water images and sea scapes Explores what happens when they mix colours. Constructs with a purpose in mind. Boats	<b>Artist – Chris Offili</b> <b>COLOUR and PATTERN</b> To use colour for purpose. Understand that different media can be combined to create new effects. African jewellery, African animals.	<b>Artist - Monet</b> (Bridge, lilipads linked to Ugly Duckling) <b>COLOUR, LINE and SHAPE</b> Understand that different media can be combined to create new effects. Collage ducklings	<b>Artist – Alma Thomas</b> <b>LINE and SHAPE</b> (Drawing) <b>COLOUR</b> – watercolours Constructs with a purpose in mind. Manipulates materials to achieve a planned effect. Experiments to create different textures. 3D mini beasts – clay ladybirds Animal habitats

**Year 1**

Topic Title	Autumn 1 Busy Bodies	Autumn 2 Let's Celebrate!	Spring 1 Commotion in the Ocean	Spring 2 I'll Huff and I'll Puff!	Summer 1 What's at the end of our garden?	Summer 2 Backpacks and passports
<b>ENGLISH</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes</li> <li>Read accurately by blending sounds</li> <li>Read words with very common suffixes</li> <li>Read contractions &amp; understand purpose</li> <li>Read phonics books aloud</li> <li>Link reading to own experiences</li> <li>Join in with predictable phrases</li> <li>Discuss significance of title &amp; events</li> <li>Make simple predictions</li> </ul>		<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately</li> <li>Ask relevant questions</li> <li>Maintain attention &amp; participate</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>Phonics</b>	<a href="https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/year1/planning-year-1/">https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/year1/planning-year-1/</a>					
<b>Writing</b>	Finger spaces Begin to use full stops Secure the use of 40+phonemes already taught Generate and rehearse sentences orally that make sense before writing them Sequence (given) sentences to form a short narrative Know basic features of a story Be able to read back what they have written Learn to name letters of the alphabet in order and link to correct grapheme/phoneme	Learn to name letters of the alphabet in order and link to correct grapheme/phoneme Begin to use capital letter at start of sentence Write sentences to form a short narrative Connectives – ‘and’ simple story planner - Images /labels simple features of instructions. <b>Salad instructions</b> <b>Narrative</b>	Adjectives Plural adding ‘s’ or ‘es’ Simple noun phrases Alliteration Connectives ‘and’ & ‘because’ Features of poems Prefix – un Capital letters for proper nouns  <b>Poem</b> <b>Riddle</b>	Exclamation marks Suffixes – ing, ed , er, est Time connectives – First, Then , Finally Noun phrase with adverbs Connectives Character description Story planner – images /sentences  <b>Three Little Pigs</b>  <b>Instructions How to catch a wolf</b>	Question marks Suffixes – ing, ed , er, est Secure plurals Short narrative – beginning, middle, end Types of sentences questions and statements Features of poems Features of non- fiction text – bullet points, headings and questions  <b>Non-fiction – plant</b>	<b>Apply and embed</b> <b>Recap gaps in cohorts’ learning</b>

	<b>The Avocado Baby</b>					
<b>Key Texts to include</b>	<p>The Gotcha Smile  The Avocado Baby  Funny Bones  Busy Body poetry  The Growing Story –  Krauss/Oxenbury  Human Body – shine a light  Prof Astro Cats  Human Body –  Walliam/NewmanM  The Mole who knew it was none of his business</p>	<p>Supertato and the carnival Castro-Pea   Little Glow   Elephant and the Bad Baby   Non-fiction texts about celebrations across the world</p>	<p>The Coral Kingdom (poetry stimuli)   Commotion in the Ocean   The Big Book of Blue   Tiddler  Storm Whale   Come Away from the Water Shirley   Douglas Deep – Sea Diary</p>	<p>The Three Little Wolves and the Big Bad Pig  Iggly peck Architect</p>	<p>PickyPOcky plant (teacher written)  Jack and the Beanstalk</p>	
<b>MATHS</b>  <b>White Rose Maths scheme</b>	<b>Number - Place Value within 10</b>	<b>Number - Addition and Subtraction within 10</b>  <b>Geometry – Shape</b>	<b>Number - Place Value within 20</b>  <b>Number - Addition and Subtraction within 20</b>	<b>Number - Place Value within 50</b>  <b>Measurement – Length and Height</b>  <b>Measurement – Mass and Volume</b>	<b>Number – Multiplication and division</b>  <b>Number – Fractions</b>  <b>Geometry – Position and Direction</b>	<b>Number – Place Value within 100</b>  <b>Measurement – Money</b>  <b>Measurement – Time</b>

<b>SCIENCE</b>	Seasonal changes  The human body, including senses.	Seasonal changes  Animals	Animals  Planting A	Seasonal changes  Planting B Materials	Plants and planting  Planting C	Sustainability: Growing and cooking  Sustainability: Caring for the planet  Seasonal change
<b>Topic Title</b>	<b>Autumn 1 Busy Bodies</b>	<b>Autumn 2 Let's Celebrate!</b>	<b>Spring 1 Commotion in the Ocean</b>	<b>Spring 2 I'll Huff and I'll Puff!</b>	<b>Summer 1 What's at the end of our garden?</b>	<b>Summer 2 Backpacks and passports</b>
<b>GEOGRAPHY</b>		<p><b>Celebrating our school and the local area of Godalming, including maps.</b></p> <p>Local walks and mapping:</p> <ul style="list-style-type: none"> <li>• simple fieldwork and observational skills</li> </ul> <p>Our journey to school. Study the geography of Moss Lane, including the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Godalming; 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><i>Crossover on continents and oceans – an understanding of where the Atlantic Ocean is and a geographical understanding of where Titanic travelled.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Built in Belfast.</i></li> <li>▪ <i>Maiden voyage in Southampton.</i></li> <li>▪ <i>Docked in Cherbourg, France and Queens-town, County Cork, Ire-land.</i></li> <li>▪ <i>Headed for New York across the Atlantic Ocean.</i></li> </ul>	<p>Name, locate and identify characteristics of the four countries and capital cities of the <b>United Kingdom and its surrounding seas.</b></p> <p>Seaside comparison between a UK beach and a non-European tropical beach.</p> <p>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.</p>		<p>Identify <b>seasonal patterns in the United Kingdom.</b></p> <p>Name the four seasons and develop a strong understanding of weather patterns throughout the year.</p> <p>Be able to compare seasons and seasonal change.</p> <p>Analyse geographical data by using simple terms such as wettest and driest.</p> <p>Compare UK seasonal and daily weather patterns to a contrasting non-European location – India.</p>



<b>HISTORY</b>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <b>Mary Seacole and/or Florence Nightingale</b> and Edith Cavell].</p> <p>Significant historical events, people and places in their own locality.</p>					
	<p><b>Florence Nightingale &amp; Mary Seacole</b></p> <p>Lives of significant individuals in the past who have contributed to national achievements.</p> <p>Chronology and timeline.</p> <p>Ask and answer questions to boost a historical understanding.</p> <p>Changes within living memory. Florence Nightingale &amp; Mary Seacole versus modern day nursing.</p> <p>Significance of the introduction of the NHS.</p> <p>Diversity changes within nursing.</p> <p>Re-enactment of hospital life during the Crimean War.</p>		<p><b>Titanic – Building, Journey and Sinking of the Titanic</b></p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Non-fiction talk for writing.</p> <p>Show some knowledge and understanding of stories about the past e.g. by retelling in own words</p> <p>Use everyday terms, e.g. next, later and objects and pictures to sequence few events in chronological order.</p> <p>Show awareness that things may be different today compared to earlier times.</p> <p>Recognise that their own lives are different from the lives of people in the past.</p>		<p><b>Toys</b></p> <p>Changes within living memory.</p> <p><i>How have toys changed within our living memory?</i></p> <p>Focus on toys specifically on toys from 1950s-2020s.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><i>Why is it significant to what's at the end of your garden?</i> – link between materials to environment.</p> <p><i>Science cross-curricular.</i></p>	<p><i>Suggested cross-curricular links by looking at the history of transport and changes within living memory, including:</i></p> <p><i>Brooklands visit – transport past and present</i></p> <p><i>First Plane Flight in Britain.</i></p> <p><i>Lives of significant individuals in the past who have contributed to national achievements.</i></p> <p><i>Comparison of how people travel abroad nowadays.</i></p> <p><i>Explorers old/new=Christopher Columbus v Ranulph Fiennes.</i></p> <p><i>Amelia Earhart and Amy Johnson.</i></p> <p><i>Aeroplanes =Wright brothers.</i></p>

			Find answers to some simple questions about the past from sources of information.			
<b>D &amp; T</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate build</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>					
		<p><b>Food</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Vegetable themed - salad</p> <p>(Links with Let's Celebrate topic)</p>		<p><b>Structures</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Houses - structures</p> <p>(Links with The Three Little Pigs topic— I'll Huff and I'll Puff)</p>		<p><b>Mechanisms</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Mechanisms - Sliders and Levers - aeroplane</p> <p>(Links with Transport topic— Backpacks and Passports)</p>
<b>ART &amp; DESIGN</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					
	<p><b>Focus Techniques: Colour/ Line and Shape (Please refer to Art—Progression of</b></p>		<p><b>Focus Techniques: Texture/ Form and Space (Please refer to Art—Progression of Skills</b></p>		<p><b>Focus Techniques: Pattern / Woodland School (Please refer to Art—Progression</b></p>	

	<p><b>Skills document)</b></p> <p>(Topic: Busy Bodies)</p> <p>Drawing – mark making and shapes</p> <p>Colour mixing - circles</p> <p>Abstract self portraits</p> <p>Suggested Artists: Kandinsky (colour) / Picasso (line and shape)</p>		<p><b>document)</b></p> <p>(Topic: Commotion in the Ocean)</p> <p>Print (marbling)— fish and watercolour undersea paintings (collage)</p> <p>Clay fish – texture and pattern in sculpture</p> <p>Suggested Artist: Sharon Cummings</p>		<p><b>of Skills document)</b></p> <p>(Topic: What’s at the end of our garden?)</p> <p>Leaf/ vegetable/ flower - patterns and prints/ symmetry</p> <p>Observational drawings/ paintings of plants in different media</p> <p>Suggested Artist: Gertrude Jekyll</p>	
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<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• <b>One online safety lesson every half term</b></li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</li> <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 contact on the internet or other online technologies.</li> </ul>					
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<p>Online safety 1.1 SMART POSTER To login in safely To introduce idea of ownership of their work</p> <p>1.1 To search purple mash to find resources To know some topics in topics section To know how to find saved work</p> <p>1.2 Grouping and sorting- Healthy food</p>	<p>Online safety 1.1 Use technology safely and respectfully Keep personal information PRIVATE Identify where to go for help if concerned about content or contact on in online technologies</p> <p>1.3 Pictograms To understand data can be represented in picture format Contribute to a class pictogram To use a pictogram to record results of an experiment</p>	<p>Online safety 1.1 SMART POSTER Use technology safely and respectfully Keep personal information PRIVATE Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.5 Maze Explorers (sea creature maps under the sea)</p>	<p>Online safety 1.1 Use technology safely and respectfully Keep personal information PRIVATE Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.4 Lego builders (3 little pigs homes) Emphasise importance of following instructions Follow and create simple instructions on the computer</p>	<p>Online safety 1.1 SMART POSTER Use technology safely and respectfully Keep personal information PRIVATE Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.6 Animated Story Books Create an e story Add animation</p>	<p>Online safety 1.1 Use technology safely and respectfully Keep personal information PRIVATE Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.8 Spreadsheets Add images to a spreadshett and image toolbox Using the speak and count tools in 2 Calculate</p>
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	<p>To classify fruit using a range of criteria</p> <p>To explore tools on purple mash</p> <p>1.9 Use technology purposefully</p>	<p>Use technology purposefully</p> <p>1.9 Technology outside school</p> <p>Record examples of technology outside school</p>	<p>Talk about or show what an algorithm is on digital devices</p> <p>Use basic directional keys</p> <p>Create and debug a set of precise instructions</p> <p>Change and extend an algorithm.</p> <p>Reason why devices are behaving in a certain way</p> <p>1.1.To become more familiar with icons</p> <p>To start to add pictures and text to work</p> <p>To know how to find saved work</p> <p>Use technology purposefully</p>	<p>Consider how the order of instructions affects the results</p> <p>1.9 Use technology purposefully</p>	<p>Add sound including voice and music</p> <p>1.1 To know how to find saved work</p> <p>1.9 Use technology purposefully</p>	<p>to count items (transport at museum)</p> <p>1.9 Use technology purposefully</p>
<p><b>RELIGIOUS EDUCATION</b></p> <p>Blocked units</p>	<p>Christianity: Why do Christians call God the creator?</p> <ul style="list-style-type: none"> <li>● talk about their own emotions (regarding their special book), connecting them to those of Christians.</li> <li>● that most Christians believe that God loves to give.</li> <li>● the Creation account.</li> <li>● how the beliefs of Christians link to the event of creation and the events of Jesus' life.</li> <li>● that Harvest is a time to be thankful for food.</li> <li>● talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored.</li> </ul>	<p>Christianity: What is the Nativity and why is it important to Christians?</p> <ul style="list-style-type: none"> <li>● that most Christians believe in Jesus as God's Son, born as a baby ('incarnation').</li> <li>● that most Christians believe that Jesus is both human (like us &amp; his mother Mary) and divine (like God, his Father).</li> <li>● that there are different important 'characters' in the Nativity that are part of the Christmas story.</li> <li>● that the response of the people in the Nativity was to worship Jesus.</li> <li>● that for most Christians, Jesus is the most important element of the Nativity.</li> </ul>	<p>Judaism: Why do Jewish families celebrate the gift of Shabbat?</p> <ul style="list-style-type: none"> <li>● that rest from work is important for everyone.</li> <li>● Shabbat is a time of rest and recalls how God rested on the seventh day after creation.</li> <li>● that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God.</li> <li>● that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end.</li> </ul>	<p>Christianity: What do Christians learn from stories of Jesus?</p> <ul style="list-style-type: none"> <li>● key events of Jesus' life from baby -&gt; man -&gt; ascension.</li> <li>● how Jesus' life and experiences share similarities with their own.</li> <li>● how Jesus' life and experiences were also very different from their own.</li> <li>● what most Christians believe was Jesus' plan and intention on earth [salvation].</li> <li>● how most Christians try to live their lives following the example that Jesus set.</li> </ul>	<p>Judaism: What is the Torah &amp; why is it so important to Jewish families?</p> <ul style="list-style-type: none"> <li>● what it means to treat something with respect.</li> <li>● that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God.</li> <li>● that God's name is holy for Jewish people.</li> <li>● that the Torah is a scroll and is written in Hebrew.</li> <li>● that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God.</li> </ul>	<p>THEMATIC: Why do people tell stories?</p> <ul style="list-style-type: none"> <li>● Stories help us understand life; teach us to be better people; about real events; to comfort &amp; link us to others</li> <li>● Stories linked to festivals from prior learning across units; add Hanukkah* / Purim*</li> <li>● Aesop's Fables / Huge Bag of Worries / The Memory Tree</li> </ul> <p>This unit will explore how stories are important to people of different faiths and beliefs as a way of expressing</p>

	<ul style="list-style-type: none"> <li>that for most Christians, worship / giving is a response to who God is and what he has given.</li> </ul>	<ul style="list-style-type: none"> <li>there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas.</li> </ul>			<ul style="list-style-type: none"> <li>that the synagogue is the place where the Torah is kept and where Jewish people go to pray.</li> </ul>	<p>meaning, sharing morals and providing comfort in challenging times.</p>
<b>PHSE &amp; RSE</b>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> </ul>	<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>safety in familiar situations</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> </ul>	<p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what can go into bodies and how it can make people feel</li> <li>about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about food that is associated with special times, in different cultures</li> <li>about active playground games from around the world</li> <li>about sun-safety</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about where money comes from and making choices when spending money</li> <li>about saving money and how to keep it safe</li> <li>about the different jobs people do</li> </ul>
<b>MUSIC</b>	<p><b>MUSIC – All Terms</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances.</li> <li>play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music – recorded music from a range of resources.</li> </ul> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology.</p>					

<b>Kapow Units</b>	<b>Pulse and Rhythm – My Favourite Things</b> Children explore keeping the pulse together through music and movement, by exploring their favourite things.	<b>Pitch and Tempo – Snail &amp; Mouse</b> Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	<b>Musical Vocabulary - Seaside</b> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	<b>Timbre and rhythmic patterns - Fairy Tales</b> Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	<b>Classical music, dynamics and tempo – Superheroes</b> Learning how to identify high and low notes to compose a simple tune to represent a superhero.	<b>Vocal and body sounds - Under The Sea</b> Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
<b>Other music</b>	Harvest songs	Fireworks / Divwali songs Christmas play songs Christmas Songs for Godalming Switching on the Lights	Easter Songs	Easter songs		
<b>PE</b>						

**Year 2 Long term planning**

Topic Title	Autumn 1 Out of the Ashes	Autumn 2 Island Adventures	Spring 1 Icebergs Ahoy!	Spring 2 Many moons ago	Summer 1 Wild Things	Summer 2 Wild Things
<b>ENGLISH</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>Develop phonics until decoding secure</li> <li>Read common suffixes</li> <li>Read &amp; re-read phonic-appropriate books</li> <li>Read common 'exception' words</li> <li>Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>Become familiar with &amp; retell stories</li> <li>Ask &amp; answer questions; make predictions</li> <li>Begin to make inferences</li> </ul>		<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Articulate &amp; Justify answers</li> <li>Initiate &amp; respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>Key texts to be used</b>	Toby and the Great Fire of London Vlad and the Great Fire of London Owl Moon Owl Moon	Grandads Island Flotsam At the Beach	Samson's Titanic Journey N/F texts about Titanic	Monster Poems – Beast from the Deep Abyss The Egg The Journey The crocodile who didn't like water	Were the wild things are Wild  The Tin Forest Where the wild things are Wild!	Were the wild things are Wild
<b>Phonics</b>	<a href="https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/little-wandle-spelling/">https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/little-wandle-spelling/</a>					
<b>Writing</b>	<b>Retelling of familiar story</b> (order of events)  Adjectives – noun phrases Capital letters and full stops Question marks Apostrophies – contracted form Time Connectives – e.g. first, next, then, meanwhile, finally, suddenly Definition of a sentence – does it make sense? Connective (subordination) – because, or, and & but	<b>Postcard (setting focus)</b>  Powerful adjectives and expanded noun phrases Exclamation marks Using repetition for greater effect Connectives-(subordination) when, if, that & because, or, and, but Setting descriptions Using a planning board Make simple additions, revisions, proof reading corrections	<b>Retelling of familiar story(Character focus)</b> <b>Newspaper report</b>  Information text, Narrative, poetry Letter writing Similes Apostrophes – singular possession Bossy Verbs (imperative) Commas in lists Features of poems Features of information text – Titanic facts	<b>Poetry</b> Listen to and discuss express views about a range of poetry Speech marks Different forms of sentences- statement, question, exclamation and command Paragraphs Moss Lane School / queens report Features of a report Poems with similes		

	Past tense verbs E.g. she was singing Planning writing		Re writing a known story - Titanic			
<b>MATHS</b>  <b>White Rose Maths scheme</b>	<b>Number</b> - Place value Addition and subtraction	Number Addition and subtraction cont.  Geometry – Shape	<ul style="list-style-type: none"> <li>• Apostrophes – singular possession</li> <li>• Bossy Verbs (imperative)</li> <li>• Commas in lists</li> </ul>	<b>Measurement – Length and height</b>  <b>Measurement – Mass, capacity and temperature</b>	<b>Number – Fractions</b>  <b>Measurement – Time</b>  <b>SATS</b>	<b>Statistics</b>  <b>Geometry – Position and direction</b>
<b>Topic Title</b>	<b>Autumn 1</b> <b>Out of the Ashes</b>	<b>Autumn 2</b> <b>Island Adventures</b>	<ul style="list-style-type: none"> <li>• Exploring the impact of sentence structure e.g. subordination before the main clause</li> </ul>	<b>Spring 2</b> <b>Many moons ago</b>	<b>Summer 1</b> <b>Wild Things</b>	<b>Summer 2</b> <b>Wild Things</b>
<b>SCIENCE</b> <b>Planning using White Rose Science.</b>  <b>Fully using White Rose Science scheme + timetable in September 2024.</b>	Animals’ needs for survival  Humans	Materials  Sustainability: Plastic	Plants (light and dark) A  Living things and their habitats	Living things and their habitats  Plants (light and dark) B	Plants (bulbs and seeds) A  Growing up A	Plants (bulbs and seeds) A  Growing up B  Sustainability: Wildlife
<b>GEOGRAPHY</b>	<b>Out of the Ashes</b>	<b>Island Adventures</b> <u>Locational geography</u>  Name and locate the world’s seven continents and five oceans.  <u>Maps, mapping</u> Select appropriate information from given secondary resources.  Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge using basic symbols in a key.	<b>Iceberg’s Ahoy!</b>	<b>Many moons ago</b>	<b>Wild Things</b> <u>Locational and Physical Geography</u>  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Develop an understanding of different seasonal changes in countries around the world based on their position to the Equator.	<b>Wild Things</b> <b>Studying a contrasting non-European locality (Manaus, Brazil)</b> <u>Skills/fieldwork</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map; use and construct basic symbols in a key.  Use world maps, atlases and globes to identify distance between UK and Brazil.



		<p>Use aerial/satellite photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map.</p> <p>Use simple compass directions (N,S, E &amp; W) and locational and directional language (e.g. near &amp; far, left &amp; right) to describe the location of features and routes on a map</p> <p>Use number/letter grid references to specify position on maps of different scales.</p> <p>Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes.</p> <p>Name and locate some countries, capital cities and seas, e.g. of the UK (i.e. England, Scotland, Wales and Northern Irelands) on maps and globes.</p> <p>Estimate relative distances using terms such as nearer than and further away</p>			<p>Identify simple and broad geographical seasonal and daily weather patterns.</p> <p>Choose and use appropriate units to estimate and measure (e.g. temperature in degrees Celsius) to the nearest appropriate unit, using equipment (e.g. thermometers).</p> <p>Cross-curricular opportunities with maths based on the Equator and spherical shape of the Earth.</p> <p>Cross-curricular opportunities with Science based on seasonal changes in the atmosphere and on animals and their ability to adapt to different climates. Climate change.</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 fieldwork skills to compare Witley Woods to Amazon Rainforest.</p> <p><b>Place knowledge</b> Understand geographical similarities/differences through study. Compare Amazon Rainforest to Witley Woods and River Wey to Amazon River. Express views about places and recognise the impact of people's action on these.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, rainforest, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<b>HISTORY</b>	<p><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality</p>					

Out of the Ashes	Island Adventure	Icebergs ahoy!	Many moons ago	Wild Things	Wild Things
<p><b>Great fire of London</b></p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Chronology - Arrange events or objects in chronological order on a simple timeline.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Ask and answer questions to boost a historical understanding.</p> <p>Show awareness that actions have consequences.</p> <p>Significance of fire safety implimentations following the events.</p>		<p><b>Titanic – People on board and the impact</b></p> <p><b>Case study of Jack Phillips</b> Significant historical events, people and places in their own locality. Events of local importance &amp; significant local people.</p> <p>Jack Phillips’ early life and how it shaped his career.</p> <p>Jack Phillips’ role as Chief Operator, the use of morse code and his importance during the sinking of Titanic.</p> <p><b>Looking at how the different classes were treated on board, survivors accounts and understanding the lasting impact.</b></p> <p>Recognise differences and similarities between ways of life in the past.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Titanic.</p> <p>Looking at sources from survivors and discussing how Titanic shaped lives at sea and safety with lifeboats and changes within transport.</p>	<p><b>Comparing then and now</b></p> <p>Comparing Queen Victoria and Queen Elizabeth II and their reigns.</p> <p>Comparing similarities and differences between:</p> <ul style="list-style-type: none"> <li>- Childhood</li> <li>- Family</li> <li>- Marriage</li> <li>- Becoming Queen (both were regnant queens)</li> <li>- Life as Queen</li> <li>- Length of their reigns</li> <li>- Legacies</li> </ul> <p>Identify similarities and differences between ways of life in different periods</p> <p>Use a wide vocabulary of everyday historical terms to write simple sentences (English Y2) about selected appropriate knowledge and understanding of history.</p>		

<b>Design Technology</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>					
<b>Design Technology</b>	<p><b>Mechanisms</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Wheels and Axels</p> <p>(Links with the Great Fire of London topic— Out of the Ashes)</p> <p>Home Learning— Structures—Tudor Houses</p>			<p><b>Textiles</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Templates and Joining</p> <p>Skills – sewing</p> <p>Suggested artist – Anni Albers (German textile designer).</p> <p>(Links with Titanic topic—Icebergs Ahoy)</p>		<p><b>Food</b></p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Fruit and vegetable themed – smoothies.</p> <p>(Links with Wild Things topic and Allotment visits)</p>

<b>ART &amp; DESIGN</b>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>					
	<b>Out of the Ashes</b>	<b>Topic: Island Adventure</b>  <b>Focus Techniques: Colour/ Line and Shape (Please refer to Art—Progression of Skills document)</b>  Drawing – mark making  Wave Project— Katsushika Hokusai  Seascapes  Suggested Artist: Katsushika Hokusai	<b>Icebergs Ahoy!</b>  <b>Focus Techniques: Texture/ Form and Space (Please refer to Art—Progression of Skills document)</b>  Iceberg Collages  Sculptures - abstract  Suggested artists – Barbara Hepworth, Henry Moore		<b>Wild Things</b>  <b>Focus Techniques: Pattern/ Woodland School (Please refer to Art—Progression of Skills document)</b>  Land/ Forest Art—woodland school/ Allotment (Natural mandalas)  Printing— Polystyrene square—natural design  Suggested Artist: Andy Goldsworthy	
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li><b>One online -safety lesson every half term</b> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</li> <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 contact on the internet or other online technologies.</li> <li><i>Revisit smart rules for online safety each half term</i></li> </ul> </li> </ul>					
	<u>1 x online safety lesson</u>  <b>Coding 2:1</b> To introduce algorithms. To use Repeat and Timer commands. Debugging. To explore the possible actions of different types of objects.	<u>1 x online safety lesson</u>  <b>Music 2:7</b> To be introduced to making music digitally, using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune they have already created to change it. To	<u>1 x online safety lesson</u>  <b>Questioning 2:4</b> To show that the information provided on pictogram is of limited use beyond answering simple questions. To use YES or NO questions to separate information. To construct a binary tree to separate different items.	<u>1 x online safety lesson</u>  <b>Creating pictures 2:6</b> To be introduced to 2Paint A Picture. To look at the impressionist style of art. (Monet, Degas, Renoir) To recreate pointillist art and look at the work of pointillist such as Seurat.	<u>1 x online safety lesson</u>  <b>Spreadsheets 2:3</b> Reviewing prior use of spreadsheets. Copying and pasting Totalling tools. Using a spreadsheet to add amounts. Creating a table and a block graph.	<u>1 x online safety lesson</u>  <b>Effective Searching 2:5</b> To understand the terminology associated with searching. To gain a better understanding about searching on the internet. To create a leaflet to help someone search for information on the Internet.  <b>Presenting Ideas 2:8</b>

	To create a more complex program to retell a story using 2Code.	think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To create their own tune using the sounds which they added to the Sound section.	Use 2Question (a binary tree) to answer questions. To use a database to answer more complex search questions. To use the serach tool to find information.	To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Lines template. To explore surrealism and eCollage.		To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a factfile on a non-fiction topic.
<b>RELIGIOUS EDUCATION</b>	<p>Christianity: What is God like for Christians?</p> <ul style="list-style-type: none"> <li>• that people use pictures and words to convey meaning.</li> <li>• that there are many different images of God contained in the Bible.</li> <li>• these words and images help us answer the question 'what is God like?'</li> <li>• Christian beliefs about God are connected with these words and images.</li> <li>• most Christians believe God loves them and all people.</li> <li>• how to listen to others and express their thoughts and ideas about what God might be like.</li> </ul>	<p>Christianity: Why is giving important to Christians?</p> <ul style="list-style-type: none"> <li>• that giving is important within all communities as a way of helping others and building relationships.</li> <li>• that most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world.</li> <li>• that worship is a way of giving to God.</li> <li>• that this giving takes many different forms, including prayer &amp; volunteering.</li> <li>• that when most Christians give, they are showing that they are a part of God's Kingdom.</li> <li>• that the Church is both a building and the community that meet there.</li> <li>• that when Christians give to others at Christmas, it is a reminder of how</li> </ul>	<p>Islam: Who is Allah and how do Muslims worship him?</p> <ul style="list-style-type: none"> <li>• some of the 99 names and how these link to what Muslims believe about Allah.</li> <li>• that Muslims think it is better to represent Allah in words rather than pictures.</li> <li>• that Muslims worship Allah through prayer.</li> <li>• that Muslims believe it is important to be ritually clean before they pray.</li> <li>• that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah.</li> </ul>	<p>Christianity: Why do Christians call Jesus Saviour?</p> <ul style="list-style-type: none"> <li>• that Christians often call Jesus 'Saviour'.</li> <li>• that the Bible contains stories about people Jesus met and 'rescued/saved'.</li> <li>• that these people were often the poor, the sick and the friendless.</li> <li>• that 'salvation' is an important idea for most Christians.</li> <li>• that the elements in an Easter garden are symbols of Jesus' death and resurrection.</li> <li>• that most Christians believe that: <ul style="list-style-type: none"> <li>- people's lives were changed by meeting Jesus, including Zacchaeus.</li> <li>- Jesus 'saves' them too.</li> <li>- Jesus' offer of forgiveness is a part of the rescue at the heart of Easter.</li> </ul> </li> </ul>	<p>Islam: What is important for Muslim families?</p> <ul style="list-style-type: none"> <li>• that the words 'Islam' &amp; 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'.</li> <li>• Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah.</li> <li>• that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him.</li> <li>• the Qur'an is the special /sacred book for Muslims, and is written in Arabic.</li> <li>• Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel.</li> </ul>	<p>Thematic: Why should we look after the world?</p> <ul style="list-style-type: none"> <li>• that our world is precious and our shared home.</li> <li>• that everyone can make a difference in looking after it.</li> <li>• about some celebrations that relate to the natural world.</li> <li>• about the history of preserving and preparing for the future.</li> <li>• what some creation accounts show about looking after our world.</li> <li>• that most Christians, Jews and Muslims try to copy God's love for the world in how they treat it.</li> <li>• about TuB'Shevat, the birthday of the trees (Jewish).</li> <li>• how our actions can demonstrate appreciation for the world.</li> </ul>

		God gave Jesus, and also of the gifts of the wise men, who worshipped him.				
<b>PHSE &amp; SEAL</b>	<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships</li> <li>• about solving problems that might arise with friendships</li> </ul>	<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> <li>• about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<p><b>Sex and relationship education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>	<p><b>Sex and relationship education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>	<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <p>medicines are taken</p> <p>re medicines come from</p> <p>t keeping themselves safe around cines</p> <p><b>Asthma lesson for Year 2,</b></p> <p>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>

				<ul style="list-style-type: none"> <li>about different types of family and how their home-life is special</li> </ul>		
<b>MUSIC</b>	<b>MUSIC All Terms</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances.</li> <li>play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music – recorded music from a range or resources.</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology.</li> </ul>					
<b>Kapow Units</b>	<b>Animals</b> Using instruments to represent animals, copying rhythms and creating call and response rhythms.	<b>Musical Storytelling</b> Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.	<b>Space</b> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	<b>On This Island</b> Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city,	<b>Myths &amp; Legends</b> Developing an understanding of structure by exploring and ordering rhythms.	<b>Musical Me</b> Exploring the song “Once a Man Fell in a Well”, playing it using tuned percussion and reading simple symbols representing pitch.
<b>Other music</b>	Harvest Fireworks songs	Fireworks / Divwali songs Christmas play songs Chistmas Songs for Godalming Switching on the Lights Christmas play songs			YR 2 leavers songs	Yr 2leavers
<b>PE</b>						