

Long term Planning
Year Two - 2024-2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Topic Theme</i>	DETECTIVES	FIRE AND FLAME	ADVENTURERS	ADVENTURES	LAND AND SKY	SPACE ADVENTURES
	<i>Text Driver</i>	Hoot Owl by Sean Taylor Little Red Riding Hood Wolves by Emily Gravitt	The Great Fire of London Samuel Pepys by Paul Harrison Tell me a Dragon by Jackie Morris	The Tunnel by Anthony Brown The Extraordinary Life of Mary Seacole by N Redgrave and E Harris Poetry for Kids - Emily Dickinson	The Great Kapok Tree by Lynne Cherry Rainforests in 30 seconds by J Green The Trouble with Dragons by Debbi Gliori	Rocket Girl by Didi Dragon Space in 30 Seconds by Clive Gifford	Spaced out by B. Mosses and J. Carter Space In 30 Seconds by C Gifford
English	Outcomes	<p>Story (structured) Hoot Owl Descriptive writing and storytelling. Outcome: To follow the story line flow adapting the use of a character and adjectives. With the same story problem and resolution.</p> <p>Diary (guided) (fictional recount) Fairy-tales - Little Red Riding Hood Outcome: To use different sentence types, including statements, questions and exclamatory sentences. Guided use of coherent narratives. Developing a</p>	<p>Diary (factual recount) Gfol diary account (History link) Outcome: To develop some use of past tense in relation to history. Good use of different sentence types, including statements, questions and exclamatory sentences. Some independent use of coherent narratives.</p> <p>Non-chronological report (structured) Outcome: To produce a Non-Chronological Report</p>	<p>Poetry (developing independent) Winter poems Acrostic Outcome: To use adjectives and adverbs, consider words that start with the letter of your word, consideration for rhyme.</p> <p>Story (the missing story) The Tunnel - inferencing to tell the story of the part we didn't find out. - What happened to Jack? How did he turn to stone? What is the missing story? Outcome: To</p>	<p>Story Rainforest - Kapok Tree - recalling and re-writing a story Outcome: To write a descriptive story with use of language including good use of adjectives and adverbs. Thought for story opening and ending with anticipation. Consideration for coherence and with independence.</p> <p>Non-chronological report (Mostly independent) Rainforest report Outcome: To produce a Non-Chronological Report with</p>	<p>Instruction writing (independent) Outcome: To use stronger imperative verbs, adverbs and time connectives. Ordered steps, with more specific details and positional language.</p> <p>Story (independence) Story writing Outcome: To write a descriptive story with use of language including good use of adjectives and adverbs. Clear problem and resolution. Thought for story opening and</p>	<p>Non-chronological report (independent) Space report Outcome: To produce a Non-Chronological Report independently using all their taught skills of - Report organisation with headings, Commas in a list, consistency of language and coherence. And factual information.</p> <p>Transition week</p> <p>Poetry (independent) Planet poetry - Using the space facts - rhyming or non-rhyming.</p>

	<p>consistent use of past tense using the -ed suffix.</p> <p>Instruction writing (guided) How to catch a wolf - Instruction writing Outcome: Guided use of imperative verbs and time connectives (increased range from Year One). Ordered steps with positional language.</p> <p>Report (guided) Wolf facts Outcome: To produce a Non-Chronological Report with guidance - Guided facts (knowledge of factual information), starting to use some commas in a list, guided organisation and headings.</p> <p>Reading: Word Level Outcome: To read and re-read books at own pace, considering how much decoding is needed and focusing on one main sound in a book. To know many Year 1 common exception words and</p>	<p>with developing independence - Guided organisation of learnt facts with given headings, encouraging independent use of commas in a list. Guided coherence. Encouraging independent of using past tense.</p> <p>Descriptive writing Outcome: To write a short narrative using good descriptive vocabulary.</p> <p>Reading: Word Level Outcome: To re-read books to build fluency and confidence. To read all common graphemes taught and recognise their alternative sounds. To read many common words containing these graphemes and common exception words taught in Year 1.</p>	<p>write a descriptive story with developing use of language including good adjectives and adverbs. Guided problem from the text with own resolution. Thought for story opening and ending. Guided coherence and developing independence.</p> <p>Letter (structured independence) Letter to Anthony Browne - Outcome: To layout a letter in the correct format (building on independence). Guided use of contractions. A good use of different sentence types.</p> <p>Reading: Word Level Outcome: To decode with more ease, reading words containing common graphemes and independently reading most year two common exception words.</p> <p>Reading: Comprehension Poetry Outcome: To read a range of poetry and discuss the language within the poem. To</p>	<p>independence - Mostly organised correctly with headings, independent use of commas in a list, consideration for coherence and factual information. Guided support in using subordination.</p> <p>Letter (to develop independence) Mary Seacole Outcome: To layout a letter in the correct format (building on independence). Build on use of suffixes to include -er and est. More independent use of contractions. To use subordination.</p> <p>Reading: Word Level Outcome: To independently read most books with ease. To use decoding where needed and to be able to talk clearly and precisely about what they are reading. To read some words with two or more syllables containing the Sounds Write Extended Code taught so far. To read many common exception words.</p>	<p>ending. Coherent and independent.</p> <p>Recount (independence) (Depending on trip date) Recount of trip Outcome: Children to write simple, coherent narrative about their personal experience. Use of layout and headings. Independent use of time conjunctions.</p> <p>Reading: Word Level Outcome: To start to have automaticity and fluency in reading, focusing on expression and how the text should be read. To read words with two or more syllables independently, using some sounding where needed. To be able to read most Year 1 and 2 common exceptions words independently and fluently.</p> <p>Reading: Comprehension Reading for pleasure (fiction)</p>	<p>Outcome: To produce one stanza, using our descriptive language.</p> <p>ART WEEK - Factual writing about Van Gogh</p> <p>Reading comprehension Non-fiction space Outcome: To ask and answer questions independently, fining the exact wording. To know where to find meanings of words within a non-fiction book and to use a dictionary with some support to find the meaning of other words.</p> <p>Reading: Word Level Outcome: To read accurately most words of two or more syllables. To read most texts quickly, fluently, reading most common exception words and those containing common suffixes taught. To look more closely at words and observing patterns within words.</p> <p>Reading: Comprehension</p>
--	---	--	--	---	---	--

	<p>read words containing the common graphemes I have been taught.</p> <p>Reading: Comprehension Outcome: To predict what might happen next within books I have read and those I have listened to. To begin to identify favourite words and phrases with books read by others.</p> <p>Comparison of two texts Outcome: To begin to identify the sequence of events and retell stories, including identifying the characters, setting and plot. To find similarities and differences within two texts with supporting adults and talk about them as a group.</p> <p>Emotion of books Outcome: To discuss and talk about what we have learnt about the characters, what they are feeling and how we know. (PSHE link)</p> <p>Spelling, grammar and punctuation</p>	<p>Reading comprehension Comparison of two texts Outcome: To find similarities and differences within two texts in order to develop questioning and making links between stories.</p> <p>Poetry To begin to recognise some simple recurring literary language in poetry and stories. To discuss a range of poetry.</p> <p>Non-fiction Text To begin to discuss and express views of books read by an adult.</p> <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Spelling some common exception words. - -ed and -ing suffix - -ly, er suffix, - Commas in a list 	<p>listen and perform poetry. To consider what the poem means and answering some questions on the poems meaning and language. Find and discuss recurring language.</p> <p>Answering questions based on non-fiction texts Outcome: To show a clear understanding between fiction and non-fiction. To be able to talk about the structure of non-fiction books and how they differ from fiction books. To begin to find answers from within text read to me and to discuss text I have read.</p> <p>Inferencing Outcome: To infer based on what we read with support. To know there is a difference between inferring and predicting.</p> <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Spelling common exception words - Learn new spellings by using spellings they 	<p>Reading: Comprehension Reading texts and finding answers. Outcome: To ask and answer questions about a variety of both fiction and non-fiction texts in a variety of ways, building independency and complexity of questioning over the term.</p> <p>Questioning and Inferencing Outcome: To answer questions and make inferences based upon what is being said and done, within books read to me. To be able to find answers from within text with developing independence.</p> <p>Enjoyment of reading and discussing a variety of books Outcome: To read a variety of books and discuss what they enjoyed about the book. To talk about what you have read and what we are learning about the characters within a range of genres. To develop their understanding of word meanings and vocabulary.</p>	<p>Outcome: To ask and answer questions on a variety of books. To participate in discussions about books the class have read. To talk about the order of events with confidence and how information is related. To discuss books beyond a level that they are able to read. Share favourite books with peers and create a review for books that have been enjoyed.</p> <p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Time conjunctions - Imperative verbs - Possessive apostrophe - Subordination - Use of suffixes taught within writing. - add suffixes -ment, -ness, -ful, -less, -ly to longer words - Contractions 	<p>Poetry To identify recurring language within a text and consider why an author has done this.</p> <p>Reading for pleasure and information Outcome: To want to find out more information through reading and independently finding the correct book for that.</p> <p>Comparing stories Outcome: To find similarities and differences between tests.</p> <p>Spelling, grammar and punctuation</p> <ul style="list-style-type: none"> - spell many common exception words. - make plausible attempts at other spellings. - use co-ordination (or, but, and) and subordination (when, if, that, because) to join clauses. - add suffixes -ment, -ness, -ful, -less, -ly to longer words
--	---	---	---	---	--	--

		<p>In this term we look mainly at</p> <ul style="list-style-type: none"> - Using their phonic knowledge to spell some words correctly - Practice of new year two common exception words. - -ed suffix - Imperative verbs - Expanded noun phrases - Different sentence types including; questions, exclamatory and commands. - Question marks - Exclamation marks - Reminder of capital letters for proper nouns. - Time conjunctions <p>Handwriting Red Strand: Outcome: To review writing positions.</p> <p>Yellow Strand: Outcome: To be able to form lower-case letters in the correct direction, starting and finishing in the right place. To use spacing between words.</p>	<ul style="list-style-type: none"> - Use question marks <p>Handwriting Red Strand: Outcome: To review strength and dexterity.</p> <p>Yellow Strand: Outcome: To form capital letters and numbers correctly. To form lower-case letters of the correct size in relation to one another in some of my writing using spaces between words.</p> <p>Green Strand: Outcome: To pick up a pencil using the correct pencil hold sustaining my hold for a minimum of a sentence.</p> <p>Blue Strand: Outcome: To show my knowledge of the letter family patterns.</p>	<p>already know (polysyllabic words)</p> <ul style="list-style-type: none"> - -er, est, -ness, ful, ly suffix - Contractions - using exclamation marks <p>Handwriting Red Strand: Outcome: To use my fine motor skills to increase my pencil hold.</p> <p>Yellow Strand: Outcome: To revise letter families for joining (letter pairs). To start to use spacing between words that reflect the size of the letters.</p> <p>Green Strand: Outcome: To use my pencil hold correctly when writing 2 or more sentences.</p> <p>Blue Strand: Outcome: To start to understand that letters can be joined together using our handwriting letter flicks.</p>	<p>Spelling, grammar and punctuation In this term we look mainly at</p> <ul style="list-style-type: none"> - Use spelling rules - Subordination - Learn new spellings by using spellings they already know (polysyllabic words) - - Commas in a list - Contractions - Using question marks <p>Handwriting Red Strand: Outcome: To show my strength when holding animal positions.</p> <p>Yellow Strand: Outcome: To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To revise letter families for joining (letter pairs).</p> <p>Green Strand: Outcome: To sustain my pencil hold for longer by doing my own pencil</p>	<ul style="list-style-type: none"> - Possession (singular) <p>Handwriting Red Strand: Outcome: To show my strength when holding my pencil.</p> <p>Yellow Strand: Outcome: To use spacing between words that reflect the size of the letters. To apply letter pairing to joining.</p> <p>Green Strand: Outcome: To use my pencil hold with automaticity.</p> <p>Blue Strand: Outcome: To develop my joining skills.</p>	<ul style="list-style-type: none"> - use past and present tense mostly correctly and consistently. - use familiar punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possessive (singular)). <p>Handwriting Red Strand Outcome: To apply my strength and dexterity to my writing.</p> <p>Yellow Strand Outcome: To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To use some diagonal and horizontal strokes to join letter pairs. Understanding which letters are best left un-joined.</p> <p>Green Strand: Outcome: To be able to hold my pencil in the correct position to</p>
--	--	---	---	---	---	---	--

		<p>Green Strand: Outcome: To pick up a pencil using the correct pencil hold. To review our ability to sustain my pencil hold when writing a sentence.</p> <p>Blue Strand: Outcome: To show my speed and flow when creating doodle patterns.</p>			<p>checks - 2 to 3 sentences.</p> <p>Blue Strand: Outcome: To start to use diagonal and horizontal strokes to join letters.</p>		<p>writing a whole piece of writing (page).</p> <p>Blue Stand: Outstand: To use my joining patterns confidently.</p>
Books	<ul style="list-style-type: none"> • Little Red and the Very Hungry Lion • Exploring the World of Wolves • Gray Wolves <p>Enjoyment for reading</p> <p>Fiction The Detective Dog by Julia Donaldson The Tin Forest by Howard OOPS by C McNaughton The True Story of the 3 Little Pigs by J Scieszka The Wolf's Story by T Forward Danny Champion of the world by Roald Dahl</p>	<ul style="list-style-type: none"> • George and the Dragon by Christopher Wormell <p>Enjoyment for reading</p> <p>Fiction The Dragon Machine by H Ward The Trouble with Dragons by D Gilon Dragonology The complete book of Dragons by D Steer The Snow Dragon by A Elphinstone George's Marvellous Medicine by Roald Dahl Fantastic Mr Fox by Roald Dahl</p>	<ul style="list-style-type: none"> • Roberts Frost 15 Winter Poems for Children • Poetry for Kids by R Frost <p>Enjoyment for reading</p> <p>Non-Fiction Coming to England by Floella Benjamin</p> <p>Fiction Into The Woods by Anthony Brown What If.. By Anthony Bro</p> <p>Poetry Ted Hughes Collected Poems for Children by T Hughes.</p>	<ul style="list-style-type: none"> • Amazon by Eyewitness <p>Enjoyment for reading</p> <p>Fiction The Last Tree by Emily Haworth-Booth We're Roaming in the Rainforest by L Krebs and A Wilson The Rainforest Grew All Around By S Mitchell Buddy's Rainforest Rescue by E Jackson and L Callwood The Trouble with Dragons By Debi Gliori Once Upon a Jungle by L Knowles and J Boast</p>	<ul style="list-style-type: none"> • Super Cool Space Facts by B Betts. <p>Enjoyment for reading</p> <p>Fiction The way back Home by Oliver Jeffers Here we are by Oliver Jeffers Man on the Moon by Simon Bartram Martian Rock by C Diggory Shields Toys in Space by Mini Grey</p> <p>Poetry 100 Best Poems for Children by R MCGOUGH</p>	<ul style="list-style-type: none"> • Space by Eyewitness • 100 Facts Exploring Space • Tim Peake Hello is this Planet Earth • Curiosity by Markus Motem • This is not my hat by Jon Klassen • I want my hat back by Jon Klassen • We found a hat by Jon Klassen <p>Enjoyment for reading</p> <p>Non-fiction</p>	

		James and the Giant Peach by Roald Dahl	Dragon Sitter by J Lace Poetry 100 Best Poems for Children by R Mcgough	Lost words Jackie Morris			I Wonder Why The Sun Rises I Wonder Why Stars Twinkle See inside Space by K Daynes
Mathematics	Objective	<p>Place value Objectives: To be able to count forwards and backwards to 100 and beyond. To be able to recognise the place value of each digit within a two-digit number writing the number in order and creating it using maths resources. To recognise, compare and order numbers from 0-100 using < > = signs correctly. To be able to find the nearest multiple of 10 on a number line.</p> <p>Addition and subtraction (not bridging) Objectives: To be able to recall number bonds to ten. I can add two</p>	<p>Addition and Subtraction Objectives: To be able to subtract on a number line not bridging ten. To be able to recall number facts to ten and use these to find other number facts. To be able to add two-two-digit numbers on a number line bridging ten. To understand that addition is commutative and can be completed in any order. To be able to subtract bridging ten using dienes. To be able to subtract on a number line bridging ten. To understand inversing, using this to help us check our</p>	<p>Division: Objectives. To be able to share numbers into equal groups. To understand the division symbol and use it correctly. To be able to use concrete and pictorial representations to help solve division word and number problems.</p> <p>Multiplication and Division Objectives: To be able to solve multiplication and division word and number problems using pictorial and concrete representation. To be able to use our knowledge of inversing to check our answers and find missing parts of an equation. To solve and</p>	<p>Time Objectives: To recall our knowledge of time within half an hour. To know that there are 24 hours in a day. To be able to tell the time to the nearest 15 minutes. To be able to tell the time to the nearest 5 minutes. To know that we can use an analogue or a digital clock to tell the time. To be able to sequence intervals of time.</p> <p>Money Objectives: To recognise all coins and paper notes. To know the £ and p symbol and to be able to combine amounts to make a particular value. To know that £1 is 100 pennies. To be able to systematically find</p>	<p>Measurement Objectives: To be able to read scales in 1's 2's 4's and 10's. To be able to read scales between numbers. To choose the appropriate unit of measurement.</p> <p>Position and Direction Objectives: use mathematical language to describe and explain position. To understand left and right/ clockwise and anti-clockwise.</p> <p>Addition and Subtraction Objectives: To know all number bonds to ten, recalling the facts families for each number bond. To use number bonds to</p>	<p>Multiplication and Division Objectives: To solve problems using knowledge of POYLA and their own multiplication and division knowledge, using commutativity and inverse to help and to check. To begin to show break down multiple step questions, finding the operations that are required.</p> <p>Revision and reviewing based on individual class need.</p>

		<p>one-digit numbers using dienes. I can add two two-digit numbers (not bridging) using number lines.</p> <p>I can add two one-digit numbers on a blank number line. I can add two two-digit numbers on a bank number line. I can use my place value knowledge to support my addition.</p> <p>To be able to subtract using dienes not bridging ten.</p> <p>Shape (pt. 1) Objectives: I can name 2D and 2D shapes. I can identify regular and irregular polygons, knowing that the shape name does not change (mostly). I can find properties of 2D shapes - vertices, sides, symmetry (at least one in a regular shape). To find properties of a 3D shape - vertices, faces, edges.</p>	<p>answers and to help find the missing number from a number sentence. To be able to use addition and subtraction knowledge to solve problems.</p> <p>Multiplication Objectives: To be able to count in steps of 2,3,5 and 10 from 0 and in ten from any given number (forwards and backwards). To understand that repeated addition is a way of multiplying and that we can simplify this using the 'X' symbol. To be able to group objects, creating arrays. To use arrays to help find multiplication facts. To use concrete and pictorial representation to solve word and number problems. To know and prove the multiplication is commutative.</p>	<p>answer multiplication and division problems in context building complexity.</p> <p>Fraction Objectives: To be able to split shapes into halves and quarters. To write simple fractions, knowing that the denominator is how many equal parts and the numerator is how many parts you are finding. To shade shapes in $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{3}$. To know that $\frac{1}{2}$ is the same as $\frac{2}{4}$ being able to prove this. To be able to find a fraction of a number. To use knowledge of finding a fraction of a number to shade shapes with multiple segments.</p>	<p>different ways to make an amount. To use addition, subtraction and multiplication knowledge to solve money problems with increasing complexity.</p> <p>Statistics Objectives: To create and interpret tally charts, pictograms, block diagrams. To answer simple questions about the data.</p> <p>Shape (pt. 2) Objectives: To recall properties of 2D and 3D shapes. To find multiple lines of symmetry. To have a good understanding of regular and irregular shapes and to find some symmetry in irregular shapes. To be able to find angles in 2d shapes and know what a right angle is. To compare 2D/ 3D shapes.</p>	<p>ten to find the associated facts (20, 30 1nd 100). To be confident in using a number line to add and subtract bridging ten. To show a good understanding that adding is commutative. To show a good understanding of the inverse operation. To solve reasoning and word problems using a number line to work out the answer including some multistep questions.</p> <p>Problem Solving week</p>	
--	--	--	---	---	---	---	--

Science	Objectives	<p align="center">Animal Life Cycles</p> <p>Objectives: To be able to understand that animals and plants are living things that grow, change and reproduce. To be able to create a life cycle, understanding that this is the order in which living things change but live to different ages. To know how we can ensure we are healthy.</p> <p>To be able to know that all living things need energy. To be able to create a food chain of different animals, understanding that habitats may affect food sources. To use producer and consumer correctly, knowing that animals at the top of the food chain is a apex predator. To know the needs for all living things and how animals and plant adapt, migrate, hibernate in order to ensure survival.</p>	<p align="center">Changing Materials</p> <p>Objectives: To name the properties of different materials. To be able to identify the best material to use for a specific purpose, experimenting with materials to draw a conclusion. To be able to identify how materials can be changed including bending, twisting and stretching.</p>	<p align="center">Making New Plants</p> <p>Objective: To understand how seeds disperse in order to find a place to begin growing. To know that new plants grow from old plants with the flowering plant creating new seeds. To observe and draw conclusion on how seeds and bulbs change over time. To be able to explain how plants start to grow through the process of germination. To be able to explain the key features of a plant and their purpose, recognising what they need to grow.</p>	<p align="center">Push and Pulls</p> <p>Objectives: To know that movement is motion and is created by a force. To know that objects can move in a variety of ways which include roll, slide, bounce. To know that pushing and pulling is a type of force that can affect movement. To know that pushing and pulling can slow down, speed up, change direction. To know that larger the push/ pull the greater the motion.</p>
	Vocabulary	<p align="center"> Life cycle Habitat Consumer Producer Predator Prey Apex predator Food chain Hygiene Energy Reproduce Adaption Migration Hibernate </p>	<p align="center"> Opaque Transparent Translucent Fragile Texture Experiment Observe Conclusion Prediction Variable Fair test </p>	<p align="center"> Flowering Germinate Dispersal Reproduction Stem Leaf Roots Petal Stigma Stamen </p>	<p align="center"> Motion Force Push Pull Direction </p>

Computing	Objectives	Algorithms with b-bots Outcomes: To have a basic understanding of what an algorithm is and how we program a computer to follow a simple set of instructions.			Programming (scratch) Outcome: To be able to create an algorithm to control a character, debugging when necessary.	Pictograms Outcome: To use online programmes to create graphs based on collected data to help identify the information needed. To be able to save a print a document.	
Art and Design	Objectives	Michelle Reader (sculpture) Outcome: To be able to manipulate materials into the given shape. To be able to plan and evaluate a piece of sculpture.	Dragon Art Outcome: To be able to use oil pastels to add texture, shape and colour appropriately.	Brazilian Art (Printing) Outcome: To use a range of printing materials to show an expression of colour and shape representing a Beatriz Milhazes. To know about and attempt some cubism art through sketching.	Clarice Cliff and Georgia O'Keefe (Drawing, sculpture and painting) To use a range of mediums to create artwork in the style of know artists. To compare two artists. To be able to sketch flowers (observational drawing). To be able to manipulate clay to create a flower tile.		Van Gogh (all) Outcomes: To bring together a range of artistic techniques using mixed media creating a famous artwork in a variety of ways. To be able to make changes in own artwork, considering why you made them. To evaluate work. To create a collaborative piece of artwork, bringing together a range of peoples work in one large creation.
	Vocabulary	Sculpture Design Manipulate Materials Join	Texture Shape Direction Layer Tone	Cubism Modernism Shape Form Texture Medium	Form (3D) Sketch Line Tone Pure Line Bold Line Lost and Found Line Broken line Diagonal Vertical		Mixed media Expressive Sketch Texture Tone
	Objectives		Christmas stockings			Mars Rovers	Cooking and Nutrition

<p>Design Technology</p>			<p>Design: To design a functional and appealing product. To design and generate their ideas through drawing and technology (Computing Link).</p> <p>Make: To select from a range textiles. To perform cutting, joining (sewing and gluing) and finishing techniques.</p> <p>Evaluate: To evaluate their finished product, against the design criteria.</p>			<p>Technical Knowledge: To explore and use wheels and axles in a product.</p> <p>Design: To develop their ideas through exploring materials for the wheels and different types of axels. To create your designs through drawings and practically (mock-ups). To communicate your ideas through discussions with the class, sharing your designs.</p> <p>Make: To select products in order to create a successful final product. To explore how structures can be made stronger and more stable, To build structures using their knowledge and understanding of materials, selecting different materials with consideration for use.</p>	<p>To use the basic principles of a healthy diet. To understand where food comes from (Science Link)</p> <p>Design: To design and safely prepare a healthy lunch (Science Link).</p> <p>Make: To select from a range of tools suitable for an activity. To select from a range of ingredients, communicating your reasons for your choices.</p> <p>Evaluate: To explore and evaluate products available to Astronauts. To evaluate your product and whether it is suitable for an Astronaut to take to space.</p>
---------------------------------	--	--	---	--	--	--	--

						<p>Evaluate: To explore and evaluate the Mars Rover and other designs. To evaluate their design ideas, considering improvements and the design criteria.</p>	
	Vocabulary		<p>Design Product Safety Measuring (maths Link) Materials: Felt (Science Link) Purpose Joining Sewing Sew Needle/ thread / cotton Eye (of the needle) Button hole</p>			<p>Structure Design Test Explore Strength Stronger Stable Weak Weakness Product Safety Measuring (maths Link) Materials (Science Link) Purpose Axel Fixed Stability Rotating Movement Investigate</p>	<p>Cook Healthy Farming Carbohydrates Sugars Proteins Nutrition Preparation Hygiene Safety Evaluate Product Tools</p>
History	Objectives		The Great Fire of London		BHM - Mary Seacole/ Florence Nightingale	<p>Flight Objective: To be able</p>	<p>Flight into space Objective: To be able</p>

			<p>(Event beyond living memory) King Charles II/ Samuel Pepys/ Christopher Wren Historical Enquiry Historical Interpretation Outcomes: To show knowledge and understanding of how evidence is gathered from history. How historians construct their conclusions and accounts.</p> <p>Historical Enquiry Historical Interpretation To know how to find out about the past.</p> <p>Chronological Understanding To place key events on a timeline with a given scale.</p> <p>Cause and Consequence How events beyond living memory are significant to today.</p> <p>Similarities and Differences</p>		<p>Cause and Consequence Outcome: To understand the lives of significant others and their struggles.</p> <p>Historical Interpretation To interpret sources to find out about Mary Seacole. (books, photographs)</p> <p>Similarities and Differences To find similarities and differences between then and now (hospital)</p> <p>Chronological understanding Cause and Consequence To understand the timeline of Mary Seacole's life.</p> <p>Organisation and Communication To retell an important event within Mary Seacole's life and why.</p>		
--	--	--	---	--	---	--	--

			<p>Similarities and differences between the past and today.</p> <p>Organise and Communication To share my knowledge of the past in an open classroom.</p> <p>Enrichment: <i>Rainbow Theatre Company</i> <i>Farnham Artefact Box</i></p>				
	Vocabulary		<p>Jetties Sources Wattle and Daub Mayor Thomas Fariner King Charles ii Fire Hooks Samuel Pepys</p>		<p>Healer Herbal Medicines British Hotel Crimea Cholera Important Person</p>	<p>Experimentation Inventor Wright Flyer One Historical figure</p>	<p>Apollo NASA Lunar Significant Mission</p>
Geography	Objectives	<p>Our Local Area Objectives: To be able to identify key locations in our local area, showing knowledge of if they are human or physical features. To be able to create a map with a key that shows details including: road names, physical features, monuments, shops, public places which goes beyond just</p>		<p>Comparison on England and Brazil Objectives: To be able to find a variety of geographical differences and similarities between two countries. To take part in geographical investigations exploring weather patterns on the equator. To be able to discuss the reason tropical rainforests are found on the equator.</p>		<p>Iceland Objective: To locate countries on a map using 2D maps and globes. To explain why Iceland is a cold region of Earth. To be able to locate and give information about the landforms found in Iceland including discussing the impact they have on the land.</p>	

		the route the children will take.					
	Vocabulary	Human feature Physical feature Route Aerial photograph Key Location Direction		Equator Hemisphere Tropical Zone Zone of Cancer Zone of Capricorn Continent Ocean		Volcano Glacier Lagoon Northern Lights/ Aurora Borealis Northern Hemisphere Weather System Arctic circle	
Music	Objectives	Emotive Music To be able to talk about how a piece of music makes us feel and how the tempo and dynamics can affect it. To compose a piece of music based on a pre-decided emotion considering the tempo and dynamics. To add simple notation symbols to paper to help remember the piece of music - creating your own symbols. To define tempo, beat and dynamics and to be able to use them when talking about music.	Nativity Outcome: To be able to learn a collection of songs that are sung correctly using pitch and dynamic. To perform to an audience.		Brazilian Music Objective: To listen to and know about some traditional Brazilian music and its origins. To be able to create your own piece of music which includes using graphic notation to help remember pitch, tempo and where you need to play. To perform confidently to a group giving and receiving feedback. To create a regular rhythm and know it is called an ostinato.		Playing and Singing Objective: to play instruments looking at how notes are recorded (notation) and creating some basic chords. To practice, rehearse and perform a collection of songs for our school leavers service.
	Vocabulary	Composer Tempo Rhythm Pulse Steady beat	Sing Melody Pitch Chorus Verse Pre-chorus		Graphic Notation Samba Pitch Beat Ostinatos Tempo		Dynamics Chords Melody Rhythm Tempo Conductor

		Notation - Music notation Written music. Emotive - Timbre			Conductor		
Physical Education	Objectives						
	Vocabulary						
PSHE	Objectives	Me and my relationships	Valuing difference	Keeping Safe	Rights and respect	Being my best	Growing and changing (RSE)
	Vocabulary	Kindness Friendship Giving Bullying	Unique Everyone Different Special	Safe Protected Trusted adult Safeguard	Tolerance Faith Respect Right	Resilience Reflection	Growing Maturing (body part names)
RE	Objectives	<p>What is God like for Christians?</p> <p><u>Identity</u> Articulate their own beliefs / ideas about God</p> <p><u>Community</u> Consider what difference it might make to Christians to have God as their shepherd</p> <p><u>God</u> Suggest meaning for some Biblical images of God</p> <p>Describe how these images connect to Christians' beliefs about God</p>	<p>Why is giving important to Christians?</p> <p><u>Identity</u> Explain why giving to others is important</p> <p>Suggest different ways by which different people might give</p> <p>Express their own ideas about giving in simple ways, drawing from their learning</p> <p><u>Community</u> Find evidence in the church / community for different types of giving by Christians e.g.</p>	<p>Why do Christians call Jesus 'Saviour'?</p> <p><u>Identity</u> Talk about their own experiences of being rescued / 'saved' or forgiven</p> <p>Respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions</p> <p>Talk about how people who met Jesus might have felt (e.g. before, during and after meeting him)</p> <p><u>Community</u></p>	<p>Who is Allah and how do Muslims worship him?</p> <p><u>Identity</u> Respond sensitively to questions about who or what's important to them, showing respect for the views of others</p> <p>Give simple reasons for the views they have</p> <p><u>Community</u> Observe simple similarities and differences in Muslim worship</p> <p><u>God</u> Talk respectfully about core beliefs about Allah</p>	<p>What is important for Muslim families?</p> <p><u>Identity</u> Talk about what's important to them and their family</p> <p>Reflect on how they, and Muslims, show respect, or what's important to them, in the way that they behave</p> <p><u>Community</u> Talk about how holding these beliefs are shown in family and/or community life</p> <p>Recognise that not all families will do this in the same way</p>	<p>Is giving better than receiving?</p> <p><u>Identity</u> Respond with sensitivity to the experiences of giving and receiving</p> <p>Talk about how giving / receiving might make someone happy</p> <p>Recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views</p> <p>Give simple reasons for their views</p> <p><u>Community</u></p>

	<p>Talk about some Christian beliefs about what God is like</p> <p>Explain how Christians are shown in the Bible that God loves them.</p>	<p>prayer, money, time, acts of service (all worship)</p> <p>God Suggest how Christians might be giving to / worshipping God by doing these things</p> <p>Retell the story of how the wise men gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus</p>	<p>Talk about how other people in Zacchaeus' community might have reacted to what happened</p> <p>Talk about the impact of forgiveness on the Christian community</p> <p>God Retell stories about how people were changed ('saved') by meeting Jesus</p> <p>Suggest why Christians call might Jesus 'Saviour'</p> <p>Use the elements of an Easter Garden to retell the story</p> <p>Suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art</p>	<p>Use the following vocabulary- Allah, beautiful names, pray, prayer, mosque</p> <p>Give examples of how Allah is worshipped by Muslims</p> <p>Talk about why some Muslims might pray together</p> <p>Talk about how different positions in prayer might help Muslims to focus on Allah</p>	<p>God Talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Quran</p> <p>Use the vocabulary prophet, messenger, Quran, respect, Arabic, salaam (peace) etc.</p> <p>Know how the Quran should be treated and why</p> <p>Retell a story from Muhammad's life and understand why it is important for many Muslims</p>	<p>Talk about different communities of people and how giving expresses what's important to them</p> <p>Give examples of the difference that giving makes to individuals and communities</p> <p>Begin to understand how giving and receiving help to build a strong community</p> <p>God Talk simply about how giving is important to different people, and why</p> <p>Identify messages from stories about giving from Judaism and Christianity</p> <p>Identify how Sikhs give to others through the langar</p>
Vocabulary	<p>Creator Shepherd Christian Belief Value</p>	<p>Kingdom Prayer Worship Church Bible Sermon Commandment Service</p>	<p>Saviour Resurrection Symbol Forgiveness Easter Disciple Salvation</p>	<p>Makkah Mosque Respect Wudu Salah</p>	<p>Peace Prophet Islam Muslim Messenger Qur'an Muhammed (Peace Be Upon Him) Allah</p>	<p>Jewish Non-religious Sikh / Sikhi charity langar gurdwara seva / sewa Vand chako Dana</p>

						Salaam Jibreel Zakah	<i>metta</i>
--	--	--	--	--	--	----------------------------	--------------