

## George Fentham Endowed School Year 2 Curriculum Overview

	Autumn Term	Spring term	Summer Term
<b>Maths</b>	<ul style="list-style-type: none"> <li>Units - Place Value, Addition and Subtraction, Shape</li> </ul> <p><b>Number - Place Value</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Count objects to 100, by making 10's</li> <li>Recognise tens and ones</li> <li>Use a place value chart</li> <li>Partition numbers to 100</li> <li>Write numbers to 100 in words</li> <li>Flexibly partition numbers to 100</li> <li>Write numbers to 100 in expanded form</li> <li>10s on the number line to 100</li> <li>10s and 1s on the number line to 100</li> <li>Estimate numbers on a number line</li> <li>Compare numbers/objects</li> <li>Order numbers/objects</li> <li>Count in 2s, 5s and 10s</li> <li>Count in 3s</li> </ul> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numerals and words (Y1)</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a 2-digit number (tens, ones)</li> <li>Compare and order numbers from 0 up to 100; use and = signs</li> </ul> <p><b>Addition and Subtraction</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>Bonds to 10</li> </ul>	<ul style="list-style-type: none"> <li>Units -Money, Multiplication and Division, Length and height, Mass, capacity and temperature.</li> </ul> <p><b>Measurement - Money</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>Count money pence/pounds/pence and pounds</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two step problems</li> </ul> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Number - Multiplication and Division</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>Recognise, make and add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups grouping/sharing</li> <li>2 times table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> <li>10 times table</li> <li>Divide by 10</li> <li>5 times table</li> <li>Divide by 5</li> <li>The 5 and 10 times tables</li> </ul> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> <li>Calculate mathematical statements for</li> </ul>	<ul style="list-style-type: none"> <li>Units -Fractions, Time, Statistics, Position and Direction</li> </ul> <p><b>Number - Fractions</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>Introduction to parts and whole</li> <li>Equal and unequal parts</li> <li>Recognise a half, quarter, third</li> <li>Find a half, quarter, third</li> <li>Find the whole</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Recognise the equivalence of a half and 2 quarters</li> <li>Recognise and find three quarters</li> <li>Count in fractions up to a whole</li> </ul> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions, for example <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math></li> </ul> <p><b>Measurement - Time</b></p> <p><u>Steps</u></p> <ul style="list-style-type: none"> <li>O'clock and half past</li> <li>Quarter past and to</li> <li>Tell the time past and to the hour</li> <li>Tell the time to 5 minutes</li> <li>Minutes in an hour</li> <li>Hours in a day</li> </ul> <p><u>NC objectives</u></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><b>Statistics</b></p> <p><u>Steps</u></p>

	<ul style="list-style-type: none"> <li>• Fact families - addition and subtraction bonds within 20</li> <li>• Related facts</li> <li>• Bonds to 100 (tens)</li> <li>• Add and subtract 1s</li> <li>• Add by making 10</li> <li>• Add three 1 digit numbers</li> <li>• Add to the next 10/and across</li> <li>• Subtract across/from a 10</li> <li>• Subtract a 1 digit number from a 2 digit number (across a 10)</li> <li>• 10 more, 10 less</li> <li>• Add and subtract 10s</li> <li>• Add/subtract two 2 digit numbers (not across a 10)</li> <li>• Add and subtract two 2 digit numbers (across a 10)</li> <li>• Mixed addition and subtraction</li> <li>• Compare number sentences</li> <li>• Missing number problems</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>▪ Represent and use number bonds and related subtraction facts within 20 (Y1)</li> <li>▪ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>▪ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers</li> <li>▪ Compare and order numbers from 0 up to 100; use and = signs</li> </ul> <p><b>Shape</b> <b>Steps</b></p> <ul style="list-style-type: none"> <li>• Recognise 2D and 3D shapes</li> <li>• Count sides/vertices on 2D shapes</li> </ul>	<p>multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <ul style="list-style-type: none"> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul> <p><b>Measurement - Length and Height</b> <b>Steps</b></p> <ul style="list-style-type: none"> <li>• Measure in cms/metres</li> <li>• Compare lengths and heights</li> <li>• Order lengths and heights</li> <li>• Four operations with lengths and heights</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and =</li> <li>• Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><b>Measurement - Mass, Capacity and Temperature</b> <b>Steps</b></p>	<ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Tables</li> <li>• Block diagrams</li> <li>• Draw/interpret pictograms (1-1)</li> <li>• Draw/interpret pictograms (2, 5 and 10)</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• Ask and answer questions about totalling and comparing categorical data</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul> <p><b>Geometry - position and direction</b> <b>Steps</b></p> <ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe movement/turns</li> <li>• Shape patterns with turns</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul>
--	--	---	--

	<ul style="list-style-type: none"> <li>• Draw 2D shapes</li> <li>• Lines of symmetry on shapes</li> <li>• Use lines of symmetry to complete shapes</li> <li>• Sort 2D shapes</li> <li>• Count faces/edges/vertices on 3D shapes</li> <li>• Sort 3D shapes</li> <li>• Make patterns with 2D and 3D shapes</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>▪ Compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>▪ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>▪ Identify 2-D shapes on the surface of 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Measure grams/kilograms</li> <li>• Four operations with mass</li> <li>• Compare volume/capacity</li> <li>• Measure in millilitres/litres</li> <li>• Four operations with volume/capacity</li> <li>• Temperature</li> </ul> <p><b>NC objectives</b></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	
--	---	--	--

<p><b>English - Writing</b></p>	<p><b>TRADITIONAL TALES/STORIES (Narrative)</b></p> <p>The Gingerbread Man Goldilocks The Three Little Pigs Three Billy Goats Gruff Little Red Hen Little Red Riding Hood</p> <p>The children will read and respond to several traditional stories. They will compare themes, settings and characters. The children will then write their own story in the style of a traditional tale.</p>	<p><b>POETRY</b></p> <p>The Owl and the Pussycat The Sound Collector Firework/Christmas poems</p> <p>Children will listen to, read and perform poems. They will explore patterns in language and create their own poetry.</p>	<p><b>Man on the Moon (Multi Genre)</b></p> <p>Information texts Recounts Writing for a purpose</p> <p>Using a focus story (The Man on the Moon by Simon Bartram), children will investigate non-fiction text features and then create their own texts incorporating labelled pictures, captions, "Did You Know" boxes and bullet points, as well as</p>	<p><b>Journeys (Narrative)</b></p> <p>Mr Gumpy's Outing We're going on a Bear Hunt Where the Wild Things Are</p> <p>This unit explores the theme of journeys, whether real or imagined. In journey stories it is usual for the main character to meet people, animals,</p>	<p><b>Author Study (Narrative)</b></p> <p>This author study provides opportunities for pupils to explore in more depth the work of a chosen author - Ronda Armitage. Pupils recall the authors studied in Year 1, books read at home and at school, and by teachers sharing some appetising books with pupils. They explore the contents and structure of the Lighthouse Keeper stories, exploring</p>	<p><b>SATs</b></p> <p>During the first few weeks after Easter children will go through a series of activities designed to support their knowledge and understanding in preparation for SATs.</p> <p><b>Shakespeare (Narrative)</b></p> <p>Midsummer Night's Dream</p> <p>This unit introduces pupils to the nature of</p>
---------------------------------	---	---	--	--	--	---

			other written genres (postcards).	physical landmarks or obstacles along the way. These meetings signal a moment when something happens, often a problem and resolution. Journey stories have particular structures that, when once known, pupils can relate this understanding to make connections in and between texts, and as a support for their own compositions.	different writing styles (letters, instructions, lists etc) and write their own stories.	performance and play script. Shakespeare's work is rooted in our rich cultural heritage and his work can be interpreted at many different levels, but essentially they cover themes of friendship, love, conflict, jealousy and betrayal that are common to many narrative forms that young pupils will be familiar with.
<b>English - Reading</b>	<b><u>Traditional Tales:</u></b> The 3 Little Pigs Goldilocks The Three Billy Goats Gruff		<b><u>Non-Fiction/ Information Texts:</u></b> Using a variety of 'Space' texts.	<b><u>The Smartest Giant in Town</u></b> <b><u>(Linked to Journey Stories)</u></b>	<b><u>The Lighthouse Keeper's Lunch</u></b> <b><u>(Linked to Author Study)</u></b>	<b><u>The Diary of a Killer Cat</u></b> <b><u>(Fiction)</u></b>

Spelling: Including common exception words, common homophones, words with contracted forms.

Using the possessive apostrophe (singular) and adding suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

Handwriting: form lower-case letters of the correct size relative to one another and to start using some of the diagonal and horizontal strokes needed to join letters.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Writing skills: write narratives about personal experiences and those of others (real and fictional) to write about real events. and to write poetry. To rehearse ideas and plan carefully. To begin to proof read their work.

Reading skills: Focusing on the key skills of word meaning, retrieve and record, inference, prediction and sequencing.

Grammar: Including capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Using and understanding different sentences and adding description by using expanded noun phrases. Extending sentences using subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Be able to use age appropriate grammatical terminology accurately.

<p><b>Science</b></p>	<p><b>Exploring Everyday Materials:</b></p> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Investigating properties of man-made and natural materials.</li> <li>Exploring flexibility and rigidity of objects (solids).</li> <li>Analysing the suitability of certain materials for a given purpose.</li> </ul>	<p><b>Growing Plants:</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Investigating the conditions that affect germination.</li> <li>Exploring how seeds and bulbs can develop into plants.</li> <li>Researching seed dispersal.</li> </ul>	<p><b>Growth and Survival:</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Finding out about the offspring of different animals.</li> <li>Comparing reproduction in mammals (live young) to animals that lay eggs.</li> <li>Find out what animals need to survive.</li> <li>Explore a healthy diet and find out why exercise is important.</li> </ul>	<p><b>Living in Habitats:</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Identify things that are living, dead or never been alive.</li> <li>Researching the importance of habitats and micro-habitats.</li> <li>Exploring simple food chains.</li> </ul>	<p><b>Developing Scientists:</b></p> <ul style="list-style-type: none"> <li>Through practical experiences, children will learn about the five methods of enquiry (comparative/fair tests, observing over time, pattern seeking, grouping and classifying, and research using secondary sources).</li> </ul>	<p><b>Scientist focus:</b></p> <ul style="list-style-type: none"> <li>Children will research the life and work of a modern day scientist, presenting their research to the class.</li> </ul>
-----------------------	---	--	--	---	---	--

<p><b>RE</b></p>	<p><b>What do Jews believe about God?</b></p> <ul style="list-style-type: none"> <li>• The Jewish festival of Sukkot.</li> <li>• How and why a Tallit is used.</li> <li>• Why a Kippah or Koppel is important to Jewish men and boys.</li> <li>• Why the Magen David or Star of David is important to Jewish people.</li> <li>• To explore the symbolism and meaning in flags from different countries, including Israel.</li> </ul>	<p><b>What is meant by "Giving"?</b></p> <ul style="list-style-type: none"> <li>• That God chose Mary to give birth to baby Jesus.</li> <li>• To empathise with Mary and Joseph's feelings.</li> <li>• The Hindu festival of Diwali.</li> <li>• Lakshmi and the importance of 'giving'.</li> <li>• That Jesus was a special baby and that He was given special gifts.</li> <li>• The story of the Nativity.</li> </ul>	<p><b>Why are the symbols of heaven so important to Muslims?</b></p> <ul style="list-style-type: none"> <li>• Why the symbol of the crescent moon and stars is important to Muslims.</li> <li>• Why the Qur'an is important to Muslims.</li> <li>• Why Muslims show commitment during Ramadan.</li> <li>• Eid - what it is; why and how it is celebrated.</li> <li>• Pilgrimages: Muslims believe that Mecca is the holiest place on earth.</li> </ul>	<p><b>What is an icon?</b></p> <ul style="list-style-type: none"> <li>• What an icon is and what a triptych is.</li> <li>• How Christmas and Easter are linked.</li> <li>• About the meaning of the word "mothering" and the significance of Mothering Sunday to Christians.</li> <li>• Agape or unconditional love.</li> <li>• To identify Agape within the Bible story of Zacchaeus.</li> </ul>	<p><b>What does it mean to worship?</b></p> <ul style="list-style-type: none"> <li>• How the Bible guides people's lives.</li> <li>• The importance of prayer and why people pray; what a hassock is and why it is used in Church.</li> <li>• What is meant by 'sacrifice'?</li> <li>• To reflect upon things they would be prepared to give up.</li> <li>• That some people feel God's name is holy.</li> <li>• For many people, the Lord's Prayer is sacred and to be shared.</li> </ul>	<p><b>What impact does the Bible have beyond the Gospels?</b></p> <ul style="list-style-type: none"> <li>• Mary had faith, which gave her courage.</li> <li>• Mary had faith, which gave her courage.</li> <li>• That religion can change people.</li> <li>• The story of Solomon.</li> <li>• The 'Parable of the mustard seed'.</li> <li>• To understand that Jesus used stories to help people learn about God.</li> </ul>
------------------	--	--	--	---	--	--

<p><b>Art</b></p>	<p><b>Flowers:</b></p> <ul style="list-style-type: none"> <li>• Drawing and printing</li> </ul> <p><b>Study of Artist:</b></p> <ul style="list-style-type: none"> <li>• William Morris</li> </ul> <p>On the theme of nature, the children will learn about William Morris and imitate his work through sketching and observational drawings. They will learn about the process in which wallpaper is printed using wooden blocks and using inspiration from Morris' designs and their sketching from the previous lessons, they will create a design for their own final print.</p>		<p><b>Icons:</b></p> <ul style="list-style-type: none"> <li>• Drawing and painting</li> </ul> <p><b>Study of Artist:</b></p> <ul style="list-style-type: none"> <li>• Religious Iconography/ Portraits</li> </ul> <p>In this unit the children will learn about icons and self-portraits. They will look at how portraits and icons are linked and produce their own self-portrait sketches. Children will then transfer their initial ideas to a final portrait, applying the principles of ratio and proportion, in readiness for adding colour. Children will develop an understanding of tone, mixing colours to create a background.</p>		<p><b>What is Sculpture?</b></p> <ul style="list-style-type: none"> <li>• Drawing and sculpture</li> </ul> <p><b>Study of Artists:</b></p> <ul style="list-style-type: none"> <li>• Henry Moore &amp; Antony Gormley</li> </ul> <p>In this sculpture unit, the children explore the medium of clay. They will look at sculptures created by Antony Gormley and Henry Moore, specifically the human form, identifying the formal elements of shape, form and use of space. They will learn different techniques for creating an abstract sculpture in the style of Henry Moore.</p>	
<p><b>Computing</b></p>	<p><b>Coding:</b> The children will begin to explore, in more depth, what CODING is, creating their own algorithms, sequencing and debugging code. They use software to create their own codes to make objects move and interact.</p> <p><b>Online Safety:</b> Whilst this is taught throughout all Computing units, this term we have a direct focus on 'Searching Safely, Email use and learning about our Digital Footprint.'</p>	<p><b>Spreadsheets:</b> The children will begin to explore how a spreadsheet is created (rows/columns etc) and how to use them to present data.</p> <p><b>Effective Searching:</b> Pupils are taught to use effective search methods, understand the terminology and use research to create a flyer/poster.</p>	<p><b>Questioning:</b> In this unit, the children will learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide.</p>	<p><b>Creating Pictures:</b> In the unit "Creating Pictures", the children explore some of the templates and functions of 2Paint a Picture, alongside learning about artists and art movements.</p>	<p><b>Making Music:</b> In this unit the children will develop the knowledge and understanding to create simple and more complex animations using 2Sequence, exploring harmony and building up musical scores.</p>	<p><b>Presenting Ideas:</b> Children use a variety of software to manipulate and present digital content and information. They will learn to collect, organise and present data and information in digital content.</p>

<p><b>D&amp;T</b></p>	<p><b>A Traditional Chair:</b></p> <ul style="list-style-type: none"> <li>Structures</li> <li>Purpose: To design a strong, suitably sized chair for a particular cuddly toy character to sit in. Children will use, and develop, their sawing, cutting and joining skills. This unit is linked to our English unit on 'Traditional Tales'.</li> </ul>	<p><b>Moving vehicles:</b></p> <ul style="list-style-type: none"> <li>Mechanisms</li> <li>CAD</li> <li>Purpose: To design a moon buggy. Children will learn about wheels and axles and will develop their design ideas based on investigating vehicles in the world around them. This unit will be linked to our 'Man on the Moon' English topic.</li> </ul>	<p><b>Bread - the journey from field to plate:</b></p> <ul style="list-style-type: none"> <li>Cooking and nutrition</li> <li>To design a sweet bread for the Lighthouse Keeper's lunch. The children will look at the processes of bread making. They will test out different flavourings, create their own recipes and produce a finished loaf! This will include a visit from Warburton's Bakers.</li> </ul>	
<p><b>Geography</b></p>	<p><b>Geography linked to history - Queen Elizabeth Vs Queen Victoria:</b></p> <ul style="list-style-type: none"> <li>Where is London?</li> <li>Exploring the globe, identify the UK</li> <li>The locations of British Empire</li> <li>Exploring World Maps</li> </ul>	<p><b>Geography linked to history - The Plague:</b></p> <ul style="list-style-type: none"> <li>Recap location of London and European countries.</li> <li>Begin to look at compass directions and identify which direction the Plague spread.</li> </ul>	<p><b>A Study of the UK and its place within the world:</b></p> <ul style="list-style-type: none"> <li>Use of world maps, atlases, globes, Google Earth.</li> <li>Simple compass directions and locational language</li> </ul> <p>Children will develop their knowledge and understanding of where major cities, rivers, oceans and continents are within the world, examine how to use compass points to locate landmarks and be able to identify and label the 4 countries (including their capitals) of the UK.</p>	<p><b>Seasides:</b></p> <ul style="list-style-type: none"> <li>Simple locational language</li> <li>Aerial photos and plans</li> <li>Devising maps</li> </ul> <p>Children will use maps and photographs to extend geographical vocabulary and name geographical features associated with the seaside. They will explore questions such as: What is the seaside? What are the features?</p>

<p><b>History</b></p>	<p><b>Queen Victoria vs Queen Elizabeth:</b></p> <ul style="list-style-type: none"> <li>• Significant individuals (comparison)</li> </ul> <p>about In this unit, the children will explore the Elizabethan and Victorian eras through themes of image, exploration and discovery, home life and houses. They will compare and contrast the lives of the two Queen's, learning key information</p>	<p><b>The Plague:</b></p> <ul style="list-style-type: none"> <li>• National/global significant event</li> </ul> <p>Children will have the opportunity to learn about some of the main events leading up to and during the Plague of London. Children will also explore pictures and books to gather information and answer questions about the past.</p>	<p><b>The Great Fire of London:</b></p> <ul style="list-style-type: none"> <li>• National/global significant event</li> </ul> <p>This unit will look at an important event in British History.</p>	<p><b>History linked to Geography - Seasides</b></p> <ul style="list-style-type: none"> <li>• <i>Comparing seashores past and present.</i></li> <li>• <i>Use of artefacts (photos, accounts, objects) to support understanding.</i></li> <li>• <i>Use of 'chronology'</i></li> <li>• <i>Use of own knowledge of having 'been' to the seashore to support/inform judgements and/or findings.</i></li> </ul>
-----------------------	---	--	--	--

	information about each, and exploring timelines and accomplishments.	during the Plague of 1665 in London. Children will also explore pictures and books to gather information and answer questions about the past.	Children will explore written evidence taken from the diaries of Samuel Pepys and, through picture sources, they will develop their skills of noticing and empathy (BLP). Children will consider why the Great Fire happened and look at the different ways this event has been represented.	
--	--	---	--	--

<p><b>Music</b></p>	<p><b>Hands, Feet, Heart:</b>  <b>Focus Music:</b> Afropop (South African)  <b>Composers/Artists:</b> Paul Simon, Miriam Makeba, Soweto Gospel Choir</p> <p>Children explore the historical context of musical styles, including South African music and Freedom Songs.</p>	<p><b>Ho, Ho, Ho:</b>  <b>Focus Music:</b> Rap  <b>Composers/Artists:</b> Elvis Presley, Stevie Wonder, Frank Sinatra</p> <p>In this unit, learning is focused around one song: Ho Ho Ho - A Christmas song by Joanna Mangona and Jane Sebba. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p><b>I wanna play in a band:</b>  <b>Focus Music:</b> Rock  <b>Composers/Artists:</b> Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles</p> <p>Children will explore the song 'I Wanna Play In A Band'. It is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p>	<p><b>Zootime:</b>  <b>Focus Music:</b> Reggae  <b>Composers/Artists:</b> UB40, ASWAD, Jimmy Cliff</p> <p>In this unit, children learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p><b>Friendship Song:</b>  <b>Focus Music:</b> Pop  <b>Composers/Artists:</b> Bruno Mars, Grease Soundtrack, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman</p> <p>Children will explore the piece 'Friendship Song'. It is a 'popular or pop' song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic pop songs.</p>	<p><b>Reflect, Rewind, Replay:</b>  <b>Focus Music:</b> Classical  <b>Composers/Artists:</b> Grieg, JS Bach, Bartok, Vaughn Williams, Tchaikovsky, Kraftwerk</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
---------------------	---	---	---	---	---	--



<b>PE</b>	<b>Gymnastics 1:</b> <b>Focus:</b> Perform recognised gymnastic elements-strength & flexibility	<b>Gymnastics 2:</b> <b>Focus:</b> link recognised gymnastic elements	<b>Dance- Penguins:</b> <b>Focus:</b> Transition & link shapes	<b>Dance - Get Expressive:</b> <b>Focus:</b> Exploring different dance formations.	<b>Run Jump Throw 1:</b> <b>Focus:</b> Running, relays & obstacles courses.	<b>Run Jump Throw 2:</b> <b>Focus:</b> Running & jumping <b>Competition:</b> Class/small group spirit scoring & Sports Day
	<b>Attack Defend Shoot 1:</b> <b>Focus:</b> send & receive a ball using feet.	<b>Attack Defend Shoot 2:</b> <b>Focus:</b> simple tactics	<b>Send &amp; Return 1:</b> <b>Focus:</b> Hit & return a ball using a racket	<b>Send &amp; Return 2:</b> <b>Focus:</b> Developing an understanding of court gameplay.	<b>Tri Golf:</b> <b>Focus:</b> Hitting skills (Bat/Baton/Club) <b>Competition:</b> Class/small group spirit scoring & SSP Tournament	<b>Hit Catch Run 2:</b> <b>Focus:</b> Fielding, Backstop/Wicket Keeping
	The School Games Values of <b>honesty, determination, teamwork, self-belief, passion and respect</b> underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others.					
<b>PSHE (Jigsaw)</b>	<b>Being me in my World:</b> <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<b>Celebrating Difference:</b> <ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<b>Dreams and Goals:</b> <ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<b>Healthy Me:</b> <ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<b>Changes:</b> <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Curriculum Enrichment</b>	<ul style="list-style-type: none"> <li>Infant Agility Festival (Tudor Grange)</li> </ul>		<ul style="list-style-type: none"> <li>Thinktank visit (TBC)</li> <li>After school Sports Club (spring 1)</li> </ul>		<ul style="list-style-type: none"> <li>Tri-Golf Coaching/Festival (TBC)</li> <li>Warburton's Visitors to school</li> </ul>	

<b>Whole School Events</b>	<ul style="list-style-type: none"> <li>• School Induction Programme</li> <li>• Anti-Bullying Week</li> <li>• Book Fair</li> <li>• Parent Consultations &amp; SEND Reviews</li> <li>• Harvest Festival</li> <li>• Remembrance Day/Poppy Appeal</li> <li>• Christmas Church Service</li> <li>• Christmas Carol Service</li> <li>• Christmas Chronicle Competition</li> <li>• School Council Elections</li> <li>• Online Safety Group Elections</li> <li>• Eco-Group Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Online Safety Day</li> <li>• Health Week</li> <li>• British Science Week</li> <li>• Easter Church Service</li> <li>• Parent Consultations &amp; SEND Reviews</li> <li>• World Book Day</li> <li>• Red Nose Day</li> <li>• Speak Out, Stay Safe (NSPCC)</li> <li>• Easter Church Service</li> <li>• Marie Curie Daffodil Appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Open Evening</li> <li>• Y6 Church Leavers' Service and Diocesan Leavers' Service</li> <li>• Summer Reading Challenge</li> <li>• Transition</li> </ul>
----------------------------	--	--	--