



“A Love of Learning and a Thirst for Knowledge”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and RWI Phonics	Read Writing Inc (children to work in ability groups to access phonics)	Read Writing Inc (children to work in ability groups to access phonics)	Read Writing Inc (children to work in ability groups to access phonics)	Some children to continue with RWI and those who are ready to follow an English Curriculum  <b>Where the Wild Things Are</b>  Children will show empathy to Max when he is lonely and homesick and consider how they would offer support to someone in this situation  Extended writing – <ul style="list-style-type: none"> <li>fantasy setting description</li> <li>retelling the story</li> </ul>	Some children to continue with RWI and those who are ready to follow an English Curriculum  <b>The marvellous Fluffy, Squish Itty Bitty</b>  Children will explore the value of kindness and using your gifts to give to others.  Extended writing – <ul style="list-style-type: none"> <li>Cake description</li> <li>Information text</li> </ul>	Some children to continue with RWI and those who are ready to follow an English Curriculum  <b>The Secret of Black Rock</b> <b>Extended writing –</b> <ul style="list-style-type: none"> <li>To write in role as Erin explaining her viewpoint</li> <li>non -fiction text about a sea-creature</li> </ul>
	Book to focus on outside of phonics  Poems to perform & Here we Are  The children will use the book 'Here we are' alongside poems to perform and explore the idea of a connection to the natural world and what it means to them	Book to focus on outside of phonics  Rapunzel  The Owl who was afraid of the Dark	Meerkat Mail  George's Marvellous Medicine	Extended writing – <ul style="list-style-type: none"> <li>call and response poem</li> <li>re-tell a narrative from an alternative point of view</li> </ul>	<b>The Dark</b>  Children will reflect on their fears and how they can overcome them  Extended writing – <ul style="list-style-type: none"> <li>Description of the crow</li> <li>A letter to Crow from the other animals</li> </ul>	<b>A crow's Tale</b>  Children will reflect on their own gifts and talents and the positive impact they could have on the world- they will think about injustices and what they would like to be different.  Extended writing – <ul style="list-style-type: none"> <li>Instructions on how to care for a pet</li> <li>Non -chronological report about a mammal</li> </ul>
Year 2 SPAG focus	Introducing nouns Introducing Verbs Coordinating Sentences Different Sorts of Sentences Introducing full stops, question and exclamation mark Capital Letters		Nouns, verbs and adjectives Adjectives Past and Present Tense Irregular past tenses Compound nouns Coordinating sentences Noun phrases		The progressive form of verbs Apostrophes for Contractions Apostrophes for possession Using commas in a list Homophones and near homophones	

<b>Transcription</b>	<p>Correct posture and pencil grip          Accurate letter formation          Consistent letter size and orientation          Secure ascenders and descenders          Spacing between words          Revising Letter Families          Curly letters (c, a, d, g, o, q, s, e, f)          Ladder letters (l, i, t, u, y, j)          One-armed robot letters (r, n, m, h, b, p, k)          Introducing Joins (Letter-join progression)          Diagonal and Horizontal joins          b and d          Practise simple joined digraphs sequencing          Dictation          HFW</p>		<p>Diagonal joins to ascenders          Horizontal joins to ascenders          Practising tricky joins (e.g. br, pr, wh)          Consistency in size and slant          Developing Fluency          Writing sentences at speed          Maintaining legibility when writing longer pieces          Capital letters and full stops correctly positioned within joined writing          Number formation          Capital Letters          Dictation          HFW</p>		<p>Confident, consistent joined handwriting          Even spacing and sizing          Neat presentation across subjects          Writing on lines with appropriate ascender/descender height          Speed and Automaticity          Dictation passages          Timed handwriting practice          Applying joins automatically without prompting</p>	
<b>Maths</b>	<p>Number          Unit 1 - Numbers to 100</p> <p>Number          Unit 2 - Addition and subtraction (1)</p>	<p>Number          Unit 3 - Addition and subtraction</p> <p>Geometry          Unit 4 - Properties of shape</p>	<p>Measurement          Unit 5 - Money</p> <p>Number          Unit 6 - Multiplication and division</p> <p>Number          Unit 7 - Multiplication and division</p>	<p>Measurement          Unit 8 - Length and height</p> <p>Measurement          Unit 9 - Mass, capacity and temperature</p> <p>Children will take part in The Big Plastic Count- considering the impact of plastic on our planet and supporting Greenpeace to gather evidence about the plastic waste problem</p>	<p>Number          Unit 10 - Fractions</p> <p>Measurement          Unit 11 - Time</p>	<p>Number          Unit 12 – Problem solving and efficient methods</p> <p>Geometry          Unit 13 - Position and direction</p> <p>Statistics          Unit 14 - Statistics</p>
<b>Times table focus 2, 5, 10</b>	<p>Consolidate counting in 2, 5 and 10 in order up to 12x</p>	<p>Count fluently in multiples of 2, 5 and 10</p> <p>Recall multiples of 10 up to 12 x 10 in any order including missing number and division facts</p>	<p>Recall multiples of 2 up to 12 x 2 in any order including missing number and division facts</p> <p>Recall multiples of 10 fluently up to 12 x 10</p>	<p>Recall multiples of 5 up to 12 x 5 in any order including missing number and division facts</p> <p>Recall multiples of 10 and 2 fluently up to 12 x</p>	<p>Count in multiples of 3 from 0 to 33</p> <p>Recall multiples of 5, 10 and 2 fluently up to 12 x</p>	<p>Count in multiples of 3 from 0 to 33</p> <p>Recall multiples of 5, 10 and 2 fluently up to 12 x</p>
<b>Science</b>	<p><b>Does everything live in a house?</b>          (living things and their habitats)          Compare living, dead and things that have never been alive.          Identify habitats and how they provide basic needs for different animals.          Describe simple food chains.</p>	<p><b>What job is each material best for?</b>          Identify and compare the suitability of everyday materials for particular uses.</p> <p>Find out how the shapes of solid objects can be changed.</p>	<p><b>How do Humans grow up?</b>          (Humans grow and stay healthy)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating</p>	<p>Animals including humans (Ext Unit)</p> <p><b>British Science Week</b></p> <p>Children to be given opportunities to look in at what they need to be physically and mentally well.</p>	<p><b>How can we help plants grow best?</b></p> <p>Observe and describe how seeds grow.</p> <p>Find out and describe what plants need to grow healthy.</p>	<p>Plants (Ext Unit)</p>

	<p>Identify plants and animals in their micro/habitats.</p> <p>(GG15 Advocates for Change).</p> <p>Children will immerse themselves in the forest and be present with nature while they study natural habitats around them.</p>	<p>Children to consider the impact on the planet of the different materials we choose and to be encouraged to think about these choices for themselves.</p>	<p>the right amounts of different types of food, and hygiene.</p> <p>(GG3 Advocates for Change)</p>		<p>Children will have the opportunity to grow and care for their own plant</p>	
<p><b>Computing</b></p> <p>Children will consider the importance of safety online and treating themselves and others with love and respect.</p>	<p><b>Information technology around us (2.1)</b></p> <p>Identifying IT and how its responsible use improves our world in school and beyond.</p> <p><b>Additional Unit - Thinkuknow Unit - Jessie and Friends Episode 3</b></p>	<p><b>Digital photography (2.2)</b></p> <p>Capturing and changing digital photographs for different purposes.</p>	<p><b>Robot algorithms (2.3)</b></p> <p>Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p><b>Pictograms (2.4)</b></p> <p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p>	<p><b>Digital music (2.5)</b></p> <p>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition</p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p><b>Programming quizzes (2.6)</b></p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>
<p>RE</p>	<p>1.6 Who is a Muslim and how do they live?. (God/Tawhid/ibadah/iman)</p> <p>Children to consider the question 'Where is God?' and create art to show this.</p> <p>Visit- Newcastle Central Mosque</p>	<p>1.3 Why does Christmas matter to Christians? (UC –Incarnation)</p> <p>Children to think about what they are thankful for in their lives at Christmas time</p>	<p>1.6 Who is a Muslim and how do they live? Part 2 (God/Tawhid/ibadah/iman)</p> <p><b>Vine Lesson-What can we learn about kindness to animals from two Muslim stories?</b></p> <p>Children will talk about whether any of the things Muslims gain from their faith are good for people who are not Muslims, and good for pupils themselves (e.g. knowing right and wrong, being grateful, being kind, gaining self-control, and following the examples and teachings of the Prophet, such as by looking after animals, etc.), and say why.</p>	<p>1.5 Why does Easter matter to Christians? (UC – Salvation)</p> <p>Visitor- Gill will visit the children to share her experience and beliefs about salvation as a Christian.</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings? (UC – Gospel)</p> <p><b>Is this good news only for Christian's/ How do people with non religious world views live a good life? Humanist story- the hummingbird</b></p> <p>Children will have the opportunity to explore the different types of peace we can have in our lives through art</p>	<p>1.8 What makes some places sacred to believers?</p> <p>Children to reflect on places which make them feel closer to God or something bigger than themselves.</p>

<p><b>History &amp; Geography</b></p>	<p><b>How was school different in the past?</b>          Correctly order and date four photographs on a timeline and add some dates.          Ask one question about schools in the past.          Make one comparison between schools in the past and present.          Use sources to research and develop an understanding of what schools were like 100 years ago.          Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.          Recognise two similarities and two differences between schools now and schools in the past.          State whether they would have preferred to go to school in the past or not and explain why.          Children will have the opportunity to make connections with the past.          Asking questions and finding out about the past from their older relatives.</p>	<p><b>Magical mapping - Can you use an atlas?</b>          Equator          North &amp; South Pole          Uk map and capital cities  <b>Observation and Fieldwork Skills</b>          Draw a simple sketch map with scale.          Landmarks (human features)          Use an atlas to find the UK, China and Africa.          What is the view from above?          4 point compass. <b>Physical mapping</b></p> <p>Children look at Google Earth. They will consider their place in the world and could go beyond this to focus on the vastness of the universe.</p>	<p><b>How has fire changed London and the North East</b>          Study timeline of events that led to the fires of London and Newcastle &amp; Gateshead .          Find out what happened during and after the fires.          Explore how buildings, London, Newcastle and Gateshead the fire service have changed as a result.</p>	<p><b>Can we make a Global connection with Africa? (Advocates of Change GG4,GG1)</b></p> <p>Relationship with the equator          Use world maps, globes and atlases.          Compare school life to rural Rwanda.  <b>Practical play</b> - African objects and artefacts.</p> <p><b>Visitor - from Rwanda to come into classroom with artefacts</b></p> <p>Visitor - a visitor from Rwanda will come in to talk to the class about life in Rwanda and share some artefacts with the children.</p>	<p><b>What can we learn from women that changed the world?</b>          Identify what makes a person significant.</p> <ul style="list-style-type: none"> <li>Grace Darling (recap first year)</li> <li>Rosa Parks</li> <li>Suffragettes</li> <li>Queen Elizabeth II</li> <li>Queen Elizabeth I</li> <li>Queen Victoria</li> </ul> <p>Children to consider their gifts and talents and what contribution they can make to benefit others.</p>	<p><b>What can we learn from our oceans?</b></p> <p>Name and locate 5 oceans.          Use world maps and globes.          Practical model of a mini beach, rocks, sea life, plant life.          Plastic in our oceans &amp; overfishing (Advocates of change(GG14))  <b>Identify human and physical features</b>  <b>VISIT -Trip to local beach</b></p> <p>Children to find out conservation and how to sustainably use the oceans as responsible Global Citizens- look at the impact of pollution in the water including sewage and write to water companies asking them to change.</p>
<p><b>Art/DT</b>          Children to be given opportunities to be mindful and in the moment when creating art throughout the year.</p>	<p>DT          Design, make and evaluate a healthy snack bar for parents evening.          Food          Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p>	<p>Art-Maps          Using a range of textiles, visuals and patterns to create a composition of abstract maps.</p> <ul style="list-style-type: none"> <li>Use pencil to draw.</li> <li>Pastel and patterns</li> <li>Collage with a range of material.</li> <li>3D map</li> <li>artist study - Leonardo da Vinci</li> </ul>	<p>DT          Design, make and evaluate an information book (with sliders) to explain the great fire of London to year 1 mechanism slide</p>	<p>DT          Design, make and evaluate a Safai car to transport a toy animal.          Mechanisms          Axles and wheels          Children will connect with their global neighbours and celebrate other cultures.</p>	<p>ART          Famous female artists.          Orla Kiely –printing..          Louise Bourgeois – 3D insect sculpture.          Alma Thomas</p>	<p>ART          JW Turner coastal artist.          Painting techniques          Colour spectrum          Watercolours          Textiles art.</p> <p>Children will be still and mindful of the environment around them. Learning to be peaceful and present in the moment.</p>
<p><b>MFL</b>          Children will look out towards French speaking countries and encounter different cultures to their own.</p>	<p>Greetings (E)</p>	<p>In the Jungle (E)</p>	<p>Colours and numbers(E)</p>	<p>Nursery rhymes (E)</p>	<p>Transport (E)</p>	<p>Minibeasts (E)</p>

PHSE	Healthy and Happy Friendships	Our Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy Body, Healthy Mind	Coping with Change
<p>Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings.</p>	<p><b>What makes a happy friendship?</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Friendship</li> <li>• Personal boundaries</li> <li>• Safe/unsafe situations</li> <li>• Unwanted touch</li> <li>• Worried/unsafe</li> </ul> <p><b>Additional unit - Consent</b></p>	<p><b>What can we learn about strengths, abilities and stereotypes?</b></p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Abilities</li> <li>• Stereotypes</li> <li>• Unhelpful and unfair</li> <li>• Gender stereotypes</li> <li>• Challenged</li> </ul> <p><b>Science unit – Living things</b></p>	<p><b>What communities and groups do we belong to?</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Care and respect</li> <li>• Responsibilities</li> <li>• Community</li> </ul> <p><b>GG 14/15 – Life on land and below water</b></p> <p><b>How can we explore the different roles and responsibilities people have in our community?</b></p> <ul style="list-style-type: none"> <li>• Groups</li> <li>• Community</li> <li>• Responsibilities</li> <li>• Similarities/differences</li> </ul> <p><b>How can we classify our needs from our wants and how do people earn money?</b></p> <ul style="list-style-type: none"> <li>• Spending</li> <li>• Saving</li> <li>• Jobs</li> <li>• Earn</li> <li>• Strengths and interests</li> </ul>	<p><b>What is family life?</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Care</li> <li>• Respect</li> <li>• Features</li> <li>• Family life</li> <li>• Worries</li> <li>• Help</li> </ul>	<p><b>How can we stay healthy?</b></p> <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Healthy</li> <li>• Wellbeing</li> </ul> <p>How can we look after our teeth?</p> <ul style="list-style-type: none"> <li>• Dental care</li> <li>• Dentist</li> <li>• Hygiene</li> <li>• Cleanliness</li> </ul> <p><b>Additional unit - Sun Safety</b></p>	<p><b>How do our bodies and needs change as we grow older?</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Growing</li> <li>• Independence</li> <li>• Achievements</li> </ul> <p><b>Additional unit - Road and Rail Safety Lesson 1 and Lesson 2</b></p>
<p><b>Music</b></p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music.</p>	<p><b>Ourselves-</b> (Exploring sounds) Discover ways to use voices to describe feelings and moods. Explore, create and perform vocal sounds and notate pitch duration building performance. <a href="#">(Cross curricular link- English/PSHE)</a></p> <p><b>Toys-</b> (Beat) Move and play to a steady beat and sequences of sounds. Learn to control and change tempo as they take a scooter ride. <a href="#">(Cross curricular link- PSHE)</a></p> <p><b>Classical Musician Focus</b> Kerry Andrew- No Place Like (BBC Ten Pieces) <a href="#">Visit to church foHarvest</a></p>	<p>Christmas Performance and Preparation Children will rehearse Christmas and carol songs with control of pitch and breathing at the end of a phrase. Perform to a crowd with an awareness of the need to look at their audience. To work collaboratively with others in a performance as a large ensemble. To explore song structure and make decisions - who will sing the verse? Actions? Etc. To practice together and suggest improvements of the performance. St Nicholas' Church</p>	<p><b>Animals-</b> (Pitch) Build on recognition of changing pitch through animal movement. Interpret and create a pitch line notation using both voices and tuned instruments. <a href="#">(Cross curricular link-PE)</a></p> <p><b>Number-</b> (Beat) Explore steady beat and rhythm patterns. Play beats and patterns from Renaissance Italy to West Africa and create their own with body percussion, voices and instruments. <a href="#">(Cross curricular link- Maths)</a></p>	<p><b>Storytime-</b> (Exploring sounds) Introduces children to famous pieces to stimulate composition. Interpret a storyboard with sound effects and develop own ideas using voices and percussion. <a href="#">(Cross curricular link- English)</a></p> <p><b>Seasons-</b> (Pitch) Develop an understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements. <a href="#">(Cross curricular link- Science)</a> <a href="#">Visit to church for Easter</a></p>	<p><b>Weather-</b> (Exploring sounds) Weather raps and songs provide opportunities to create descriptive sounds and word rhythms. Create descriptive class composition using voices and instruments. <a href="#">(Cross curricular link- Geography)</a></p> <p><b>Pattern-</b> (Beat) Using simple notations, children play, create and combine mini-beast rhythms using body percussion and instruments. <a href="#">(Cross curricular link- Maths)</a></p>	<p><b>Recorders</b> <b>Learn to play, perform, compose and improvise using the recorder.</b> <b>End of Year Performance</b></p>

PE	<p><b>Fundamentals</b> Can I develop my fundamental skills?</p> <ul style="list-style-type: none"> <li>• Dodge</li> <li>• Hurdle</li> <li>• Speed</li> </ul> <p><b>Invasion</b> What is defending and attacking?</p> <ul style="list-style-type: none"> <li>• Space</li> <li>• Decision making</li> <li>• Possession</li> </ul> <p>Children will be encouraged to use empathy and understanding to enhance their teamwork skills.</p>	<p><b>Yoga</b> Is Yoga relaxing?</p> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Flow</li> <li>• Position</li> </ul> <p>Children will learn mindfulness skills and spent time putting these into practice.</p> <p><b>Target games</b> What skills do I need?</p> <ul style="list-style-type: none"> <li>• Overarm</li> <li>• Underarm</li> <li>• Target</li> </ul>	<p><b>Dance</b> How can I use Space?</p> <ul style="list-style-type: none"> <li>• Mirror</li> <li>• Action</li> <li>• Pathway</li> </ul> <p><b>Football</b> How can I use my skills?</p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Tracking</li> </ul>	<p><b>Gymnastics</b> What basic skills do I need?</p> <ul style="list-style-type: none"> <li>• Pike</li> <li>• Tuck</li> <li>• Straddle</li> </ul> <p><b>Team building</b> What makes a great team?</p> <ul style="list-style-type: none"> <li>• Co-operate</li> <li>• Communicate</li> <li>• Problem solve</li> </ul>	<p><b>Fitness</b> How can I improve my fitness?</p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Strong</li> <li>• Steady</li> </ul> <p>Children will be given an opportunity to look in at themselves and what their body needs to stay healthy.</p> <p><b>Net and Wall</b> What skills do I need to be successful?</p> <ul style="list-style-type: none"> <li>• Defend</li> <li>• Return</li> <li>• Score</li> </ul>	<p><b>Athletics</b> What skills can I use?</p> <ul style="list-style-type: none"> <li>• Sprint</li> <li>• Jog</li> <li>• Distance</li> </ul> <p><b>Striking and fielding</b> What roles are there?</p> <ul style="list-style-type: none"> <li>• Bowler</li> <li>• Batter</li> <li>• Fielder</li> </ul>