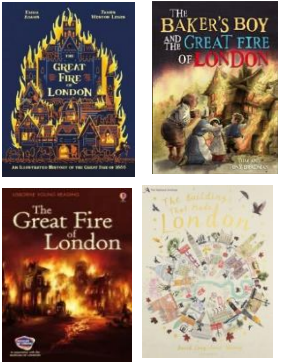



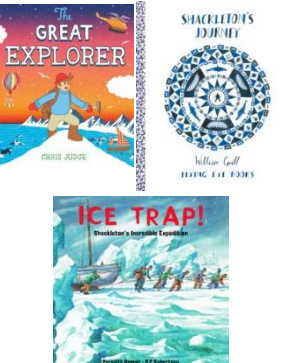





Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject Focus	History – The Great Fire of London	Geography – Continents and Oceans	History – Nursing through time <i>*Note that 23/34 to follow yr 1 Map for History.</i>	History – Significant People in Space	History & Geography – Race to the Poles <i>*Note that 23/34 to follow yr 1 Map for History.</i>	Geography - Comparing the UK and Kenya
Texts which may be used to support the curriculum						
History	Children should be taught about: events beyond living memory that are significant nationally or globally		Children should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.	Children should be taught about: Significant events within and beyond living memory. The first man on the moon – Neil Armstrong	Children should be taught about: Significant events within and beyond living memory.	
Geography		Locational knowledge Name and locate the 7 continents and the 5 oceans. Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.				Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Geographical skills and fieldwork

						<p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
<p>Design and Technology Kapow Scheme</p>	<p>Mechanisms: Fairground wheel</p> <p>To know that different materials have different properties and are therefore suitable for different uses.</p> <p>To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder.</p> <p>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</p> 	<p>Cooking and nutrition: A balanced diet</p> <p>To know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>To understand what makes a balanced diet.</p> <p>To know where to find the nutritional information on packaging.</p> <p>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p> <p>To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</p> 	<p>Structures: Baby Bear's chair</p> <p>To know that shapes and structures with wide, flat bases or legs are the most stable.</p> <p>To understand that the shape of a structure affects its strength.</p> <p>To know that materials can be manipulated to improve strength and stiffness.</p> <p>To know that a structure is something which has been formed or made from parts.</p> <p>To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.</p> 	<p>Mechanisms: A moving monster</p> <p>To know that mechanisms are a collection of moving parts that work together as a machine to produce movement.</p> <p>To know that there is always an input and an output in a mechanism.</p> <p>To know that an input is the energy that is used to start something working.</p> <p>To know that an output is the movement that happens as a result of the input.</p> 		<p>Textiles: Pouches</p> <p>To know that sewing is a method of joining fabric.</p> <p>To know that different stitches can be used when sewing.</p> <p>To understand the importance of tying a knot after sewing the final stitch.</p> <p>To know that a thimble can be used to protect my fingers when sewing.</p> 

Art and Design	Printing – Block print (quick foam)	Architecture – City art (construction materials)	Portraits – abstract (poster paint) Picasso	Desertscaapes sand and ice (watercolours)	Graphic Design – books (poster paint)	Sculpture – Animals (clay)
Science	<p>Animals needs for survival.</p> <p>Mammals Birds Fish Amphibians Reptiles Humans</p>	<p>Materials and sustainability.</p> <p>Explore materials: Wood, paper and cardboard Exploring and comparing brick and rock Glass and plastic Metal Fabrics Same object, different material Learning to: Test materials - bend, squash, twist and stretch Plan a waterproof experiment Step 10 Investigate - waterproof experiment</p> <p>Sustainability How is plastic helpful and harmful? How can we reduce our plastic waste in school?</p>	<p>Plants light and dark</p> <p>Explore plants and plant parts Learn what do plants need to grow? Experiment with: Plan - light and dark Plant - light and dark</p>	<p>Light and dark</p> <p>Findings from light and dark experiment.</p> <p>Living things and their habitats</p> <p>Exploring: Habitats in my local area Polar habitats Desert habitats Ocean habitats Forest habitats Microhabitats Habitats and diet Food chains</p>	<p>Plants (bulbs and seeds)</p> <p>Exploring: Bulb or seed? What do plants need to grow? Experiment: Plan - bulbs and seeds Plant - bulbs and seeds</p> <p>Growing up:</p> <p>Mother and offspring Life cycle of humans Life cycles of different mammals Life cycle of amphibians Life cycle of a butterfly Are there patterns between the life cycles of different animals?</p>	<p>Wildlife</p> <p>Exploring: What does wildlife do for us? What can we do for wildlife?</p>
Computing Kapow Scheme	Data handling: International Space Station	Computing systems and networks 1: What is a computer?	Online safety: Year 2 Safer Internet Day	Programming 1: Algorithms and debugging	Computing systems and networks 2: Word processing	Creating media: Stop motion

Physical Education REAL PE Scheme	REAL PE – Unit 1 – Personal Co-ordination: Footwork Static balance: One leg Outdoor Adventurous Activities	REAL PE – Unit 2 – Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated REAL GYM – Unit 1 – Social Balance and travel	REAL PE – Unit 3 – Cognitive Dynamic Balance: On a Line Static Balance: Stance REAL DANCE – Unit 1 – Cognitive Shapes Solo Partnering Shapes Circles Solo Partnering Circles Artistry Abstraction Artistry (Making)	REAL PE – Unit 4 – Creative Coordination: Ball Skills Counter Balance: With a Partner REAL GYM – Unit 2 – Creative Flight and rotation	REAL PE – Unit 5 – Physical Coordination: Sending and Receiving Agility: Reaction / Response Team Game – Rounders (with tennis rackets) Striking and fielding principles	REAL PE – Unit 6 – Health and Fitness Agility: Ball Chasing Static Balance: Floor Work Athletics
PSHE / RSE Jigsaw Scheme	Being Me Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Differences Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Bodies Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Music Charanga Scheme	Music: Charanga: Hands, Feet, Heart Gustav Holst and The Planet Suite	Charanga: Ho Ho Ho Nativity Songs	Charanga: I wanna play in band Camille Saint Saens, and The Carnival of the Animals	Charanga: Zootime	Charanga: Friendship Song Sergei Prokofiev and Peter and the Wolf	Charanga: Reflect, rewind and replay Claude Debussy and La Mer
Religious Education Wiltshire Agreed Syllabus	Q10 All religions: How do we show we care for others?	Q5 Why do we celebrate special times? Christmas	Q8 Who is an inspiring person?	Q4 Why Christians love to tell stories about Jesus?	Q2 The beginning of the world: What can we learn from special Christian and Jewish stories?	Q3 Why is God important for Muslims?