



	Autumn Term		Spring Term		Summer Term	
	Storyland	Heroes	Maybe it's because I'm a Londoner!		Land Ahoy!	Globetrotters
Values	Kindness, Equality, Friendship, Love		Hope, Thoughtfulness, Respect		Courage, Resilience, Individuality, Courtesy	
Enrichment (Visits / visitors)	Story Museum Author / Illustrator	Florence Nightingale workshop (TBC) First Aid Training (TBC)	Gerrards Cross Fire Brigade (TBC)	London's Burning workshop (TBC)	Visiting workshop (TBC)	Cliveden Wellington Country Park Visiting speaker pilot/explorer
English	<b>Fiction – Main text The true story of the big bad wolf / The three little pigs</b> Traditional tales Stories with similar settings Imaginary texts  <b>Non-Fiction – Main text Elliot Jones, midnight superhero</b> Diary writing Postcards & Letters  <b>Poetry – Main text selection of poems</b> Songs and repetitive poems Traditional poems		<b>Fiction – Main text John Patrick Norman McHennessy / Katie in London</b> Stories from other cultures  <b>Non-Fiction – Main text Information books</b> Leaflet Report Instructions  <b>Poetry– Main text selection of poems</b> Humorous poems Senses		<b>Fiction – Main text Books by Anthony Brown / Commotion in the Ocean</b> Stories by the same author Quest and Adventure stories Stories about the wild  <b>Non-Fiction – Main text Information texts</b> <b>Recounts</b> Information texts Persuasive Writing Survival Guide  <b>Poetry – Main text selection of poems</b> Favourite poems Poems from around the world	
	<b>Speaking and Listening</b> The children will become more familiar with and confident in using language in a greater variety of situations. They will, <ul style="list-style-type: none"> <li>• Listen to and express views about a wide range of books and poems</li> <li>• Retell familiar stories and discuss the order of events</li> <li>• Build a bank of poems that they can recite by heart</li> <li>• Clarify the meaning of words and extend vocabulary</li> <li>• Join in with discussions, ask questions and explain their understanding</li> <li>• Change their speaking for different purposes and audiences such as role play or performances</li> </ul> <b>Reading</b> This part of the curriculum is broken down into 'word reading' and 'comprehension'. Pupils will be taught to read words fluently and speedily, using phonics as well as developing a growing bank of words that they recognise instantly. They will also be taught to check their own reading makes sense, and to re-read to correct when something doesn't make sense.  As well as being able to read words, children need to understand what they read and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They will be encouraged to: <ul style="list-style-type: none"> <li>• Make links between their own experiences and the story</li> </ul>					

	<ul style="list-style-type: none"> <li>• Self-correct if what they are reading doesn't make sense</li> <li>• Answer questions about a text, including questions where the answer is not obvious e.g. 'Why did the character say that?'</li> <li>• Predict what might happen at various points in a story</li> <li>• Work out why things have happened in a story</li> <li>• Read a variety of non-fiction books</li> </ul> <p><b>Writing</b> Children will develop their writing through the following areas:</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Continue to spell words using phonics</li> <li>• Learn commonly used whole words that are difficult to sound out</li> <li>• Understand more patterns and rules</li> <li>• Spell the Year 2 common exception words</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Form letters that are consistent in size</li> <li>• Leave appropriate spaces between words</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Plan what they are going to write</li> <li>• Record their writing sentence by sentence</li> <li>• Re-read and check for sense and accuracy</li> <li>• Write for a range of purposes</li> <li>• Develop a wide vocabulary</li> <li>• Develop their understanding and accuracy of punctuation</li> <li>• Use a range of words to join sentences and add detail</li> </ul>		
<b>Grammar Focus</b>	<ul style="list-style-type: none"> <li>• Nouns and adjectives using suffixes</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Use capital letters and full stops and exclamations and questions.</li> <li>• Use adjectives to describe nouns</li> <li>• Use commas in a list</li> <li>• Use noun phrases</li> <li>• Use ly to make adverbs</li> <li>• Use expanded noun phrases to describe and specify (e.g. the blue butterfly)</li> <li>• I know what a statement, question, exclamation or command is</li> <li>• Use the past and present tense correctly</li> <li>• Use verbs to show actions in progress</li> <li>• Use apostrophes to show that letters are missing</li> <li>• Use apostrophes for possession</li> <li>• To compare using 'er' and 'est'</li> </ul>		
<b>Spelling Focus</b>	<ul style="list-style-type: none"> <li>• To use suffixes such as ness, -er</li> <li>• To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</li> <li>• To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> <li>• To add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> <li>• To spell some words with contracted forms.</li> <li>• To spell by learning to spell many common exception words.</li> </ul>		
<b>Maths</b>	<a href="#">Place Value</a>	<a href="#">Place Value and Number</a>	<a href="#">Multiplication</a>

	<ul style="list-style-type: none"> <li>To use estimation to check that my answers to a calculation are reasonable.</li> <li>To count in steps of 2, 3 and 5 from 0, forwards and backwards.</li> <li>To count in tens from any number, forwards and backwards.</li> <li>To identify, represent and estimate numbers using different representations, including the number line.</li> <li>To read and write numbers to at least 100 in numerals and words.</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>To add and subtract two 2-digit numbers within 100 and can demonstrate my method using concrete apparatus or pictorial representations.</li> <li>To subtract mentally a 2-digit number from another 2-digit number when there is no regrouping required.</li> </ul> <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> <li>To identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>To identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</li> </ul> <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 2, 5 and 10 times tables to solve simple problems, demonstrating an understanding of commutativity as necessary.</li> </ul> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>To recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value.</li> <li>To find different combinations of coins that equal the same amounts of money.</li> </ul>	<ul style="list-style-type: none"> <li>To partition 2-digit numbers into different combinations of tens and ones. This may include using apparatus.</li> <li>To use place value and number facts to solve problems.</li> <li>To compare and order numbers from 0 up to 100, using &lt;, &gt; and = signs.</li> </ul> <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and work out missing number problems.</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>To ask and answer questions about totalling and compare categorical data.</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> and know that all parts must be equal parts of the whole.</li> </ul> <p><u>Measurement-Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> <li>To read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.</li> <li>To read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.</li> </ul>	<ul style="list-style-type: none"> <li>To solve problems involving multiplication and division using arrays.</li> <li>To solve problems involving multiplication and division using repeated addition.</li> <li>To solve problems involving multiplication and division using mental methods.</li> <li>To solve problems using multiplication and division facts.</li> <li>To solve multiplication and division problems in different contexts.</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>To read the time on the clock to the nearest 15 minutes.</li> <li>To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock.</li> </ul> <p><u>Multiplication</u></p> <ul style="list-style-type: none"> <li>To solve problems involving multiplication and division using materials.</li> <li>To solve problems using multiplication and division facts.</li> <li>To solve multiplication and division problems in different contexts.</li> </ul>
<p><b>Science</b></p>	<p><u>Animals</u></p> <ul style="list-style-type: none"> <li>Identify healthy food choices</li> <li>Describe the basic needs of animals, including humans</li> <li>Describe what I should do to stay healthy</li> <li>Describe why hygiene is important and what I need to do to stay hygienic</li> <li>Describe the main stages in the life cycle of at least 3 animals, including humans</li> </ul>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>Identify several uses for some everyday materials</li> <li>Use pushes and pulls to change the shape of some materials</li> <li>Describe how some useful new materials were developed</li> <li>Explain why everyday materials have several uses</li> </ul>	<p><u>Habitats</u></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Describe what happens to a seed or bulb after it is planted</li> <li>Describe the life cycle of a flowering plant</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain why different materials are sometimes used to make the same object</li> <li>• Compare the uses of everyday materials in different locations</li> <li>• Use evidence from investigations to suggest creative and unusual uses for everyday objects</li> <li>• Use evidence from investigations to describe how the shape of some solid objects can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence from my investigations to identify what a seed needs to germinate</li> <li>• Use evidence from my investigation to identify what a plant needs to grow and stay healthy</li> <li>• Compare germination and growth between seeds and blubs</li> </ul>
<p><b>Computing</b></p>	<p><u>We are astronauts.</u>          To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.          To create and debug simple programs.          To use logical reasoning to predict the behaviour of simple programs.          To recognise common uses of information technology beyond school.</p> <ul style="list-style-type: none"> <li>• To understand that a programmable toy can be controlled by inputting a sequence of instructions.</li> <li>• To develop and record sequences of instructions as an algorithm.</li> <li>• To program a toy to follow an algorithm.</li> <li>• To debug a programs.</li> <li>• To predict how my programs will work.</li> </ul>	<p><u>We are detectives</u>          To use technology purposefully to create, organise, store, manipulate and retrieve digital content.          To recognise common uses of information technology beyond school.          To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <ul style="list-style-type: none"> <li>• To understand that email can be used to communicate.</li> <li>• To develop skills in opening, composing and sending emails.</li> <li>• To gain skills in opening and listening to audio files on the computer.</li> <li>• To use appropriate language in emails.</li> <li>• To develop skills in editing and formatting text in emails.</li> <li>• To be aware of online safety issues when using email</li> </ul>	<p><u>We are zoologists</u>          To use technology purposefully to create, organise, store, manipulate and retrieve digital content.          To recognise common uses of information technology beyond school.          To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <ul style="list-style-type: none"> <li>• To sort and classify a group of items by answering questions.</li> <li>• To collect data using tick charts or tally charts.</li> <li>• To use simple charting software to produce pictograms and other basic charts.</li> <li>• To take, edit and enhance photographs.</li> <li>• To record information on a digital map.</li> </ul>	
<p><b>History</b></p>	<p><b>Remembrance Day</b></p>	<p><b>Great fire of London</b></p>	<p><b>Explorers</b></p>	

	<ul style="list-style-type: none"> <li>• Use artefacts, pictures, online sources and databases to find out about the past</li> <li>• Identify some of the different ways the past has been represented</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use words or phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time</li> <li>• Show an understanding of the concept of a nation and a nation's history</li> <li>• I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</li> </ul> <p><b>Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use artefacts, pictures, online sources and databases to find out about the past</li> <li>• I can identify some of the different ways the past has been represented</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line</li> <li>• Label time lines with words or phrases such as: past, present, older or newer</li> <li>• Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions such as: what was it like for people? What happened? How long ago?</li> </ul>
<p><b>Geography</b></p>	<p><b>Locate and identify the places Florence visited</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>London Maps and landmarks</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use basic geographical vocabulary to refer to human features.</li> <li>• 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.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• 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.</li> </ul>	<p><b>UK and Europe contrast</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use basic geographical vocabulary to refer to physical features.</li> <li>• Use basic geographical vocabulary to refer to human features.</li> <li>• 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.</li> <li>• 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</li> </ul> <p><b>(Yearly international event e.g. Olympics World Cup)</b></p> <p><b>World maps</b></p> <p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>

					<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to physical features.</li> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>	
RE	<p><b>Who should we follow?</b> Learn from stories from religious traditions?</p> <p>Investigate if people follow religious leaders and teachings?</p>	<p><b>Should you wear religious symbols?</b> Understand why people wear religious symbols. Think about who they believe in and if they believe in someone.</p>	<p><b>Is it important to celebrate the New Year?</b> Learn about religious celebrations. Find out if God important to everyone.</p>	<p><b>Is Easter important for the Church?</b> Are religious celebrations important to people? Is God important to everyone?</p>	<p><b>Can stories change people?</b> Who do I believe I am? What can I learn from stories from religious traditions?</p>	<p><b>How should you spend the weekend?</b> Does it feel special to belong? Are symbols better than words at expressing religious beliefs?</p>
PE	<p><b>Games- 'Real PE'</b></p> <p>Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> <li>Physical- combining actions with increasing fluency.</li> <li>Social- improving the performance of self and others.</li> </ul>	<p><b><u>KaSo Dance Scheme- Pirates</u></b></p> <p>understand how gesture, posture and facial expressions help to create a pirate character (through movement, words).</p> <p>understand that <b>slow motion and exaggeration are effective tools to create heightened drama (in the pirates battle).</b></p> <p>understand that <b>team work and imagination are crucial physical Theatre skills creating the storm aboard ship).</b></p> <p>understand how timing and spatial awareness contribute to whole class dance (the pirates party' jig!).</p>	<p><b>Games- 'Real PE'</b></p> <p>Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> <li>Personal- consistently trying to improve and setting targets.</li> <li>Health &amp; Fitness- knowing why exercise is beneficial.</li> </ul>	<p><b><u>Gym- Dance, Games and Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>Travelling, along with jumping and rolling.</li> </ul>	<p><b>Games- 'Real PE'</b></p> <p>Through a range of sports and activities including athletics, cricket and tennis, pupils will develop their skills in the following areas:</p> <ul style="list-style-type: none"> <li>Cognitive- being able to describe how to improve to team mates.</li> <li>Creative- refining and changing tactics.</li> </ul>	<p><b><u>KaSo Dance Scheme- Solar System</u></b></p> <ul style="list-style-type: none"> <li>To understand the general placement of the planets in the solar systems as regards distance from the sun.</li> <li>To understand that planets circle the sun, and that planet earth has a moon that rotates around it, whilst all the time rotating on its own axis too.</li> <li>To appreciate how we can convey these ideas of spinning and encircling through creative movement</li> </ul>

					<ul style="list-style-type: none"> <li>• To understand that <b>Dynamics</b> are the different qualities of movement and that we can portray three different planets by applying different dynamics qualities to our movements.</li> <li>• To understand that we can vary the weight used in our movements, eg: feeling very grounded on earth, but very light and floaty when in Outer Space.</li> </ul>
<p><b>Art</b></p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Sculpture:</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes</li> <li>• Include lines and textures</li> <li>• Use rolled up paper, straws, paper, card</li> </ul> <p><b>Christmas/Winter crafts</b></p> <p>To use a range of materials creatively to design and make products</p> <p>Painting:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Add white to colour to make tints and black to colours to make tones</li> <li>• Create colour wheels</li> </ul>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Drawing:</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness</li> <li>• Colour neatly following the lines</li> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones by using coloured pencils</li> </ul> <p><b>Painting/collage houses</b></p> <p>To use a range of materials creatively to design and make products</p> <p><b>Collage landscapes – contrasting to a city landscape from GFOL</b></p> <p>To use a range of materials creatively to design and make products</p> <p>Collage:</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture</li> </ul> <p>Painting:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> </ul>	<p>To develop a wide range of art and design Techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Painting:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Add white to colour to make tints and black to colours to make tones</li> <li>• I can create colour wheels</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provide</li> <li>• Measure and mark out to the nearest centimetre</li> <li>• Demonstrate a range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling)</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>		

			<ul style="list-style-type: none"> <li>• Add white to colour to make tints and black to colours to make tones</li> <li>• Create colour wheels</li> </ul>			
<b>DT</b>	<b>Christmas/Winter crafts</b> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ul>			<b>Make houses</b> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• evaluate their ideas and products against design criteria.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</li> </ul>		
<b>Food Technology</b>			<b>Crafty Cooks – baking buns</b> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products</li> <li>• Food: <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul> </li> </ul>			
<b>Music</b>	<b>Long and Short</b> New songs Unpitched percussion Preparing for a performance	<b>Feel the Pulse</b> Action songs Rhythm games Tempo	<b>Whatever the Weather</b> Weather songs Rainstorm (composition) Introducing timbre	<b>Noah's Ark</b> Songs Adding percussion Performing Composing a melody	<b>Sing!</b> Songs Making an accompaniment Unpitched percussion	<b>Train Journey</b> A Mexican song Piano accordion The Little Train of the Caipira – listening Creative group work – trains Performing