

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	Big Question: How do we communicate?		Big Question: How do we communicate?		Big Question: Where can flight take us?		Big Question: Where can flight take us?		Big Question: Why do remember the Titanic?		Big Question: Why do remember the Titanic?	
	Teaching of Reading Texts: The Owl Who was afraid of the Dark		Teaching of Reading Texts: The Owl Who was afraid of the Dark Mixed Texts to improve fluency		Teaching of Reading Texts: The Dragon Machine Rosie Revere Engineer		Teaching of Reading Texts: Little People Big Dreams; Amelia Earhart		Teaching of Reading Texts: Titanic (I Was There)		Teaching of Reading Texts: The Titanic Detective Agency	
Year 2	English: • Non fiction reports • Poetry • Sentences	Maths: Place Value Addition & Subtraction	English: • Formal letter writing • Character Description	Maths: Addition & Subtraction Multiplication & Division	English: • Narrative 2 • Instructions	Maths: Multiplication and Division Statistics Time	English: • Journey • Biography/ autobiography	Maths: Geometry - Shape Fractions Measure - length	English: Diary Entry Narrative	Maths: Geometry – position & direction Problem solving Time	English: Narrative Chronological Report Writing	Maths: Time Measurement – capacity Investigations
	Science: Animals, including humans	RE: Unit 1.7 Who is Jewish and how do they live?	Science: Animals, including humans	RE: Unit 1.3 Why does Christmas matter to Christians? [Incarnation]	Science: Materials and their Uses	RE: Unit 1.2 Who do Christians say made the world? [Creation]	Science: Plants	RE: Unit 1.5 Why does Easter matter to Christians? [Salvation]	Science: Animals including humans	RE: Unit 1.6 Who is Muslim and how do they live? [double unit]	Science: Animals including humans	RE: Unit 1.6 Who is Muslim and how do they live? [double unit]
	History: Caxton and Bell (+Tim Berners Lee) Chronology and changes over time.	Art: Drawing skills- line, surface and effect. Materials for drawing. Beth Krommes	Geography: Names and locates the seven continents and five oceans on different types of maps of the world. Identifies patterns in how weather changes in the UK and how changing weather affects people’s lives.	DT: Textiles Faith Ringgold: Quilting History Select from different fabrics appropriate to purpose and appearance, explaining their choices. Use appropriate tools to cut and shape, join and finish.	Geography: Identifies similarities and differences between a locality in the UK and a contrasting non-European Identify how physical features, including climate, in two contrasting locations affect where and how people live.	DT: Dragon Machine-Mechanisms Axles and wheels Experiment with ideas to explore and improve the working of simple mechanisms.	History: Who was Amelia Earhart? Forms specific questions about what took place and reasons for events and actions by people. Recounts in detail an event from a period of historical study. Explains how they know their recount is accurate.	Art:Collage Matisse Explore texture and colour effects by selecting from a variety of materials in a collage.	Geography: Describes physical and human geographical features of the hottest and coldest places in the world Geography: Field work and map skills	Art: Maritime Art The Great Wave-Printing- lino-Mono/colour	History:Titanic- On This Day in History Forms specific questions about what took place and reasons for events and actions by people. Uses a variety of sources of evidence to answer specific questions about events which took place. Identifies differences between eye-witness accounts and accounts created after the event.	DT: Food and hygiene- Know that hand hygiene and wearing clean protective clothing are important and follow safe and hygienic practice. Show that they can use simple tools to cut, peel, grate, spread and mix food ingredients safely. Follow a given recipe. Select ingredients and say why they have chosen them. Identify healthy choices from a given range of foods. Find out which ingredients they are working with come from plants and which from animals
	Computing: E-safety: Privacy and security Online reputation	Music: Sing songs developing control Control sounds (tuned and untuned percussion) Recognise repetition in music – verse and chorus	Computing: Identify how and why different people use technology to communicate information	Music: Sing songs developing control Control sounds (tuned and untuned percussion) Recognise repetition in music – verse and chorus	Computing: Identify what makes an algorithm efficient. Refine (de-bug) an algorithm for effectiveness.	Music: Control the playing of an instrument to achieve the characteristics and timbre of the sound desired. Perform simple patterns and accompaniments, keeping to a steady pulse	Computing: Create an algorithm appropriate to a planned task.	Music: Control the playing of an instrument to achieve the characteristics and timbre of the sound desired. Perform simple patterns and accompaniments, keeping to a steady pulse	Computing: Digital Media-Ocean/underwater photography Paint programmes and photographs	Music: Respond to pitch through movement Perform from pitch notation Play sounds in response to a visual symbol	Computing: Create, edit, store and retrieve information for a given purpose, paying attention to the intended audience.	Music: . Beats and silent beats - Children play from rhythm grids. They compose their own grids. Respond to pitch through movement Perform from pitch notation
	PE: Gymnastics - Pathways (straight, zigzag and curling) Travelling, taking weight on different parts of the body.	PSHE: Mental health and emotional wellbeing Friendship	PE: Games- Dribbling, hitting and kicking Dance Cultural – English Folk	PSHE: Keeping safe and managing risk Indoors and outdoors	PE: Games - Throwing, catching and inventing individual games Gymnastics Parts high, parts low (balance).	PSHE: Drug, alcohol and tobacco education: Medicines and me	PE: Dance Creative eg. The Ugly Bug Ball OAA Cooperation	PSHE: Mental health and emotional wellbeing	PE: OAA Orienteering skills Athletics Running, Throwing, Jumping	PSHE: Physical health and wellbeing: What keeps me healthy?	PE: Games Small sided team games-simple tactics-attack and defense	PSHE: Sex and relationship education: Boys and girls, families