

## Year 2 Curriculum Overview 2019-20

	<b>Term 1 (7 weeks) Land Ahoy!</b>	<b>Term 2 (7 weeks) Lost in Space</b>	<b>Term 3 (6 weeks) London's Burning</b>	<b>Term 4 (5 weeks) Fi Fie Foe Fum</b>	<b>Term 5 (5 weeks) Dragons and Knights</b>	<b>Term 6 (7 weeks) Eco Warriors</b>
	Harvest	Nativity Christmas		World Book Day Easter	SATs Trip to Dover Castle	Phonics Checks
<b>English (5 Sessions)</b>	How I Spent My Summer Vacation by Mark Teague - Summer holiday recount  Captain Beastlie's Pirate Party - Character Pirate description - Commands  Pirate riddles  Weekly forest school diary GPS focus - Recount	Planets - Information text  Bob Man on the Moon by Simon Bartram - End of a story  Alien acrostics poems  Weekly forest school diary GPS focus - Recount	Christmas Recount  GFOL Online Game - Diary  The Egg by MP Robertson - Story  Weekly forest school diary GPS focus - Recount	Jack and the Beanstalk - Story - Instructions  Weekly forest school diary GPS focus - Recount	Easter Recount  The big book of castles - Information text  Trip - Recount  Weekly forest school diary GPS focus - Recount	Bee and Me - Information - Story  Jed's Really Useful Poem - Saving trees letter  Kenning Poems story book characters  Weekly forest school diary GPS focus - Recount
	<ol style="list-style-type: none"> <li>The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words.</li> <li>The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.</li> <li>The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* • use the diagonal and horizontal strokes needed to join some letters</li> </ol>					
<b>Reading (5 Sessions)</b>	The Twits by Roald Dahl	The Enormous Crocodile by Roald Dahl.	Julia Donaldson picture books	Jack and the Beanstalk alternative stories.	Poetry	Eco Wolf and the Three Pigs by Laurence Anholt
	<ol style="list-style-type: none"> <li>In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences.</li> <li>In a book that they can already read fluently, the pupil can: answer questions and make some inferences. In a book that they can already read fluently, the pupil can: explain what has happened so far in what they have read.</li> <li>The pupil can, in a book they are reading independently: make inferences. The pupil can, in a book they are reading independently: make a plausible prediction about what might happen on the basis of what has been read so far. The pupil can, in a book they are reading independently: make links between the book they are reading and other books they have read.</li> </ol> <p><b>Individual Readers and Accelerated Reader</b></p> <ol style="list-style-type: none"> <li>The pupil can: • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)* • read many common exception words.* In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. In a familiar book that is read to them, the pupil can: • answer questions in discussion with the teacher and make simple inferences.</li> <li>The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* In age-appropriate1 books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.</li> <li>The pupil can, in a book they are reading independently: • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.</li> </ol>					

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Phonics/Spelling	Phonics retake children are in phonics groups based on their ability following letters and sounds. Children that passed the phonics check are in spelling groups based on ability following no nonsense spelling.					
Maths (5 Sessions)	<p><b>Number and Place Value</b></p> <ol style="list-style-type: none"> <li>Read and write numbers in numerals up to 100. Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.</li> <li>Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.</li> </ol> <p><b>Addition and Subtraction Number bonds</b></p> <ol style="list-style-type: none"> <li>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 - 5; 88 - 30). Recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4). Count in twos, fives and tens from 0 and use this to solve problems.</li> <li>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 - 17). Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14).</li> <li>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.). Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').</li> </ol>	<p><b>Multiplication and Division</b></p> <ol style="list-style-type: none"> <li>Count in twos, fives and tens from 0 and use this to solve problems.</li> <li>Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</li> <li>Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts. Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.). Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').</li> </ol> <p><b>Fractions</b></p> <ol style="list-style-type: none"> <li>Identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole.</li> </ol>	<p><b>Addition and Subtraction</b></p> <ol style="list-style-type: none"> <li>Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 - 5; 88 - 30). Recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 - 6 = 4). Count in twos, fives and tens from 0 and use this to solve problems.</li> <li>Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 - 17). Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14).</li> <li>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.). Solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?').</li> </ol> <p><b>Time</b></p> <ol style="list-style-type: none"> <li>Read the time on a clock to the nearest 15 minutes.</li> <li>Read the time on a clock to the nearest 5 minutes.</li> </ol> <p><b>Money</b></p> <ol style="list-style-type: none"> <li>Know the value of different coins.</li> <li>Use different coins to make the same amount.</li> </ol>	<p><b>Arithmetic practice</b> All addition, subtraction, multiplication and division statements</p> <p><b>Shape + Shape patterns (Art Link)</b></p> <ol style="list-style-type: none"> <li>Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. Triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</li> <li>Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</li> <li>Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. That two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).</li> </ol> <p><b>Measures</b></p> <ol style="list-style-type: none"> <li>Read scales* in divisions of ones, twos, fives and tens.</li> <li>Read scales* where not all numbers on the scale are given and estimate points in between.</li> </ol>	<p><b>Revision – Framework lessons</b> All maths statements</p>	<p>Plugging the gaps Prep for Year 3</p>

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<b>Science (1 Session)</b>	<p><b>Animals including humans:</b> Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.</p>	<p><b>Animals including humans:</b> Describe the importance of exercise, a balanced diet and hygiene for humans.</p> <p><b>DT Link:</b> Knows where some food comes from I can design and make a healthy dish</p>	<p><b>Uses of everyday materials:</b> Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.</p>	<p><b>Plants: Bean diary</b> Describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: ♣ observing changes over time ♣ noticing patterns ♣ grouping and classifying things ♣ carrying out simple comparative tests ♣ finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways.</p>	<p><b>Working Scientifically Isaac Newton Gravity Experiment</b> The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: ♣ observing changes over time ♣ noticing patterns ♣ grouping and classifying things ♣ carrying out simple comparative tests ♣ finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways.</p>	<p><b>Living things and their habitats:</b> Identify whether things are alive, dead or have never lived. Name different plants and animals and describe how they are suited to different habitats. Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.</p>	
<b>PE (1 session)</b>	<p><b>Travelling and moving with equipment</b> Demonstrates safety precautions independently during most PE lessons. Can engage in competitive activities showing respect for other competitors and trying to beat their personal best. Can play as part of a team in a competitive game. Is confident and competent when applying a range of skills during a physical activities. Can throw underarm, over arm and perform a chest pass towards a target. Can catch a bean bag or tennis ball in the nest position. Can kick and dribble a ball to a friend and at a goal with some control. Has developed simple tactics for attacking and defending.</p>	<p><b>Gymnastics</b> Demonstrates safety precautions independently during most PE lessons. Can balance on different body parts for at least 5 seconds including on apparatus. Can perform simple gymnastics positions including a forward roll (e.g. different types of roll and ending positions).</p>	<p><b>Dance – Let's Move London's Burning dance</b> Perform dances using simple movement patterns. Can dance on their own and with others.</p>	<p><b>Sending and Receiving</b> Demonstrates safety precautions independently during most PE lessons. Can engage in competitive activities showing respect for other competitors and trying to beat their personal best. Can play as part of a team in a competitive game. Is confident and competent when applying a range of skills during a physical activities. Can throw underarm, over arm and perform a chest pass towards a target. Can catch a bean bag or tennis ball in the nest position. Can kick and dribble a ball to a friend and at a goal with some control. Has developed simple tactics for attacking and defending.</p>	<p><b>Athletics</b> Can walk, jog and sprint and is beginning to apply these to a range of activities. Can jump and is beginning to apply this to a range of activities.</p>	<p><b>Striking and Fielding</b> Demonstrates safety precautions independently during most PE lessons. Can engage in competitive activities showing respect for other competitors and trying to beat their personal best. Can play as part of a team in a competitive game. Is confident and competent when applying a range of skills during a physical activities. Can throw underarm, over arm and perform a chest pass towards a target. Can catch a bean bag or tennis ball in the nest position. Can kick and dribble a ball to a friend and at a goal with some control. Has developed simple tactics for attacking and defending.</p>	
<b>RE (1 session)</b>	<p><b>Christianity and Judaism How should we care for the world?</b> Re-tell bible stories and Jewish stories about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3).Talk about some texts from Judaism that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like <b>Harvest</b></p>		<p><b>Judaism Who is Jewish?</b> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). <b>Christmas</b></p>		<p><b>Christianity and Judaism How and why do we celebrate sacred times?</b> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1) Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>		<p><b>Christianity and Judaism What can we learn from sacred books?</b> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>

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<b>Foundation (1 whole morning Session+ 1 afternoon)</b>	<b>Art</b>	<b>Pirate flags Purple Mash</b> Can use a range of materials to design and make products. Can use painting to develop and share ideas, experiences and imagination. Can use sculpture to develop and share ideas, experiences and imagination. Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space.	<b>Papier mache planets</b> Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space. Can use sculpture to develop and share ideas, experiences and imagination. Can use a range of materials to design and make products.	<b>Silhouette Picture + Colour mixing</b> Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space. Can use painting to develop and share ideas, experiences and imagination. Can use a range of materials to design and make products.	<b>Monet still life Compare Monet or Giuseppe Arcimboldo (PlanBee unit)</b> Knows about a range of artists, craft makers and designers. Knows about different disciplines and practices and can compare these. Can make links between the artists, craft makers and designers studied and their own work. Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space. Can use sculpture to develop and share ideas, experiences and imagination. Can use a range of materials to design and make products.  <b>Shape Patterns (Maths Link)</b>	<b>Andy Goldsworthy Outdoor art (forest school link) (PlanBee unit)</b> Knows about a range of artists, craft makers and designers. Knows about different disciplines and practices and can compare these. Can make links between the artists, craft makers and designers studied and their own work. Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space. Can use sculpture to develop and share ideas, experiences and imagination. Can use a range of materials to design and make products.	Knows about a range of artists, craft makers and designers. Knows about different disciplines and practices and can compare these. Can make links between the artists, craft makers and designers studied and their own work. Can use drawing to develop and share ideas, experiences and imagination.
	<b>DT</b>	<b>Pirate ships/pirate craft (Forest school link)</b> Can choose appropriate tools to cut, shape, join and finish different materials Can select from and use a wide range of material and component, including construction materials, textiles and ingredients, according to their characteristics.	<b>Christmas cooking</b> Knows where some food comes from I can design and make a healthy dish  <b>Also covered in Science Healthy Eating</b>	<b>Tudor houses</b> Can choose appropriate tools to cut, shape, join and finish different materials Can select from and use a wide range of material and component, including construction materials, textiles and ingredients, according to their characteristics.  <b>Making a fire engine (plan bee unit)</b> Can explore and use mechanisms.	<b>Story book themed kites</b> Can create a design that meets their own design criteria. Can use drawings, templates, mock-ups and information and communication technology to create a design. Can choose appropriate tools to cut, shape, join and finish different materials Can select from and use a wide range of material and component, including construction materials, textiles and ingredients, according to their characteristics. Can explore and evaluate a range of existing products. Can evaluate their ideas and products against the design criteria. Can make a structure stronger, stiffer and more stable.		<b>Bee houses</b> Can create a design that meets their own design criteria. Can use drawings, templates, mock-ups and information and communication technology to create a design. Can choose appropriate tools to cut, shape, join and finish different materials Can select from and use a wide range of material and component, including construction materials, textiles and ingredients, according to their characteristics. Can explore and evaluate a range of existing products. Can evaluate their ideas and products against the design criteria. Can make a structure stronger, stiffer and more stable.
	<b>Computing</b>	<b>E-safety</b> Uses technology safely and respectfully. Can list the information they should keep private and explain how to keep it private. Can identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies.  <b>Pirate flags (Art Link)</b> Can use technology purposefully to create and present digital content such as still and moving images, video, audio and text Can use technology to manipulate and edit texts, images and sounds Can save and retrieve digital media in/from given locations	<b>Space games</b> Understands what algorithms are and that they are precise and unambiguous. Can create a sequence of algorithms to carry out specific actions. Can use logical reasoning to predict the behaviour of programs Can debug a simple program	<b>E-safety</b> Uses technology safely and respectfully. Can list the information they should keep private and explain how to keep it private. Can identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies.	<b>TBC</b> Understands what algorithms are and that they are precise and unambiguous. Can create a sequence of algorithms to carry out specific actions. Can use logical reasoning to predict the behaviour of programs Can debug a simple program	<b>TBC</b> Can use technology purposefully to create and present digital content such as still and moving images, video, audio and text Can use technology to manipulate and edit texts, images and sounds Can save and retrieve digital media in/from given locations	<b>Eco Project</b> Can talk about uses of technology in and outside school and how they help us. Can use technology purposefully to create and present digital content such as still and moving images, video, audio and text Can use technology to manipulate and edit texts, images and sounds Can save and retrieve digital media in/from given locations

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	<b>History</b>	<p><b>Edward Teach (Blackbeard)</b> Knows and uses a range of vocabulary of everyday historical terms (e.g. decade, century, modern, ancient)</p>	<p><b>Neil Armstrong Tim Peake</b> Can use a wider range of historical sources and artefacts to answer questions about the past (e.g. Interviews, photographs, maps, diaries, artefacts) Can describe and compare how their own life is different from that of significant figures in history studied Can describe what happened during a significant event. Can explain who the individual is and why they are important.</p>	<p><b>Great Fire of London Samuel Pepys</b> Can use a wider range of historical sources and artefacts to answer questions about the past (e.g. Interviews, photographs, maps, diaries, artefacts) Can describe and compare how their own life is different from that of significant figures in history studied Can describe what happened during a significant event. Can explain who the individual is and why they are important.</p> <p><b>William Boghurst - Local History</b> Can explain who the individual is and why they are important. Can name key people in local history and their achievements.</p>		<p><b>Castles</b> Can use a wider range of historical sources and artefacts to answer questions about the past (e.g. Interviews, photographs, maps, diaries, artefacts) Can describe and compare how their own life is different from that of significant figures in history studied</p>	<p><b>Order all events studied in KS1</b> Can place periods studied in Y1 and Y2 into chronological order</p> <p><b>Local History</b> Can describe changes in the local area during their own life time.</p>
	<b>Geography</b>	<p><b>Treasure maps</b> Can name and locate the world's 7 continents and 5 oceans on a map and a globe. Can locate hot and cold areas of the world in relation to the equator and the poles Can devise a simple map including basic symbols and a key. Can use simple compass directions and locational and directional language to describe the location of features and routes on a map. Uses world maps, atlases and globes to identify the United Kingdom and its countries as well as other countries, continents and oceans studied in KS1.</p>	<p><b>Seasons Calendar</b> Can correctly sequence the seasons and justify which season it is from a picture with reasons.</p>	<p><b>London</b> Can name, locate and identify characteristics of the countries and capital cities of the United Kingdom and the surrounding seas. Can compare and contrast the physical features of one UK locality and one outside of Europe Can compare and contrast the human features of one UK locality and one outside of Europe Uses geographical language to describe the features of a location Can recognise landmarks and basic human and physical features on an aerial photograph.</p>			<p><b>Wildlife area (forest school link)</b> Can comment on the key human and physical features of the local environment.</p>

		<b>Term 1 (7 weeks) Land Ahoy!</b>	<b>Term 2 (7 weeks) Lost in Space</b>	<b>Term 3 (6 weeks) London's Burning</b>	<b>Term 4 (5 weeks) Fi Fie Foe Fum</b>	<b>Term 5 (5 weeks) Dragons and Knights</b>	<b>Term 6 (7 weeks) Eco Warriors</b>
	<b>Music</b>	<p><b>Charanga – hands, feet, hearts</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p> <p><b>Harvest</b></p>	<p><b>Charanga – hands, feet, hearts</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p> <p><b>Nativity</b></p>	<p><b>Charanga – I wanna play in a band</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p>	<p><b>Charanga – I wanna play in a band</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p>	<p><b>Charanga – friendship song</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p>	<p><b>Charanga – friendship song</b> Can use their voice expressively through singing songs, speaking chants and singing rhymes. Is able to use their voice creatively to sing and say songs, chants and rhymes. Can play tuned instruments musically. Can play untuned instruments musically. Can experiment with, create, select and combine sounds considering pitch, volume, length of notes and tempo. Can listen with concentration to a range of live and recorded music. Can listen with understanding to a range of live and recorded music. Can discuss whether the music is live or recorded, what genre it is and some of the instruments that they can hear.</p>
	<b>Forest School (1 session)</b>	<p><b>Pirate ships/ pirate craft (DT Link)</b> Can choose appropriate tools to cut, shape, join and finish different materials Can select from and use a wide range of material and component, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Musical instruments (Music link)</b></p>	<p><b>Fire safety, fire pit?</b></p>	<p><b>Observational drawings (Art Link)</b> Can use drawing to develop and share ideas, experiences and imagination.</p>	<p><b>Outdoor art, Andy Goldsworthy (Art Link)</b> Knows about a range of artists, craft makers and designers. Knows about different disciplines and practices and can compare these. Can make links between the artists, craft makers and designers studied and their own work. Can use different art and design techniques within their work such as techniques relating to colour, pattern, texture, line, shape, form and space. Can use sculpture to develop and share ideas, experiences and imagination. Can use a range of materials to design and make products.</p>	<p><b>Map of forest school (Geography Link)</b></p>