Year Two Curriculum Map Medium Term Plan 2022-2023

Autumn Term One – Project / Key Question / Hook

What does a Pirate need to reach the treasure?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	Locational knowledge – Name and locate the world's seven continents and five 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 Geographical skills and fieldwork – 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 maps	World map – Children are to locate the continents and oceans on a world map. Use maps, atlases, globe to identify the UK and it counties. Identify north, south, east and west. Use of a compass – north, south, east, west Use map of school to use language such as near and far, left and right Forest School ideas • Compass skills • Follow a map around the school
MFL	N/A	N/A
RE	Special books **Step 1** describe in simple terms their response to the concept of *specialness in relation to books* **Step 2** identify simple examples of how and why *books* can be *special* to themselves and others **Step 3** describe in simple terms the meaning of *specialness* **Steps 4/6** simply describe ways in which the Bible is *special* to Christians and the Torah to Jews **Steps 5/7** evaluate the concept by describing in simple terms the value of these *special books* to believers	**Step 1 – Communicate: *What are our special books?*** • Circle time activity – pupils talk about their own special books. Show and tell. • Take digital pictures of pupils with special book. Pupils word process caption: *"My book is special because ... ".* **Step 2 – Apply: *How do we feel about our special books in different situations?*** • Discuss: *Will you always feel that your book is special? Why/why not? Will it still be special when you are grown up? Do you think you will get other books that will be more special? Are the same books special to everyone? What do you think about other people's special books?* **Step 3 – Enquire: *What can make a book special?*** • Discuss and list what is *special* about a book, eg: *it reminds me of … , it makes me happy, it was given to me by … , it has lots of memories in it, it was my first book, it used to belong to … , I love the story. How do you treat your special book? Where do you keep it? When do you look at it? Do you protect it? How?* • Make a *special* class book. Pupils contribute ideas, poems, pictures, stories, etc. Decide as a class how to show it is special – eg: a lovely cover and kept in a special place. **Step 4 (a) – Contextualise A: *What is the special book for Christians?*** • Tell some Bible stories , eg: *Ten Commandments* , *Good Samaritan* . Discuss: *What do these parts of the Bible tell Christians about how to live?* **Step 5 (a) – Evaluate A: *What do we thing about the specialness of the Bible?*** • Pupils e-mail local Christians questions about why the Bible is special to them, where they keep it, how often they read it, etc. Or RE online email a believer: http://pof.reonline.org.uk/

		• Simply analyse responses with the class, collating common ideas, eg*: "It tells me what God is like", " ... what Jesus said and did", "... how God wants me to live".* • See DVDs to reinforce ideas (resources listed below). • Pupils produce speech/thought bubbles about why the Bible is important to Christians. • Role play a situation where a Christian loses his/her Bible, or it gets damaged – how would they react? Pupils take the *hot-seat* to respond in small groups. • Pupils write a letter or diary entry in role as a Christian who has lost their Bible – how do they feel? (Literacy link.) **Step 4 (b) – Contextualise B: *What is the special book for Jews?*** • Tell the story of Moses up Mount Sinai (*Moses on the mountain* – resources listed below). Pupils act out the story, or produce storyboard, or sequence pictures. • Explain that all the laws God gave the Jews are in their special book – The Torah. • See film of Torah scrolls being taken from Ark *Pathway of belief – Judaism – Torah.* • Pupils make Torah scrolls. Write a few commandments on scrolls. See and copy some Hebrew script. • Pupils make *crowns* and *breastplate* for their scrolls. Role play a Simchat Torah celebration. **Step 5 (b) – Evaluate B: *What do we think about the specialness of the Torah?*** • Imagine if the Jews went to the synagogue and the scrolls had been taken from the Ark – *how would they feel?* Complete a speech bubble of someone Jewish *"The Torah is special to me because … ".*
Computing	Computer Systems and Networks – Information Technology • Recognise common uses of information technology beyond school	See NCCE Computing planning
Art		
DT	<u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products	Design, make and evaluate a treasure chest for a pirate to keep their treasure in. Make out of cardboard, paper, pva glue, scissors etc. • Look at different treasure chest. What do you like/not like? • Design a treasure chest • Make a treasure chest • Paint a treasure chest • Evaluate your treasure chest

	Evaluate their ideas and products against design criteria <u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Living in the Wider World Rights and Responsibilities – To learn about how I contribute to the life of the classroom and school. Rights and Responsibilities – To help construct and agree to follow school rules and to understand how these rules help me. Money – To learn that money comes from different sources and can be used for different purposes; including the concept of saving and spending.	**Create a class charter and have children sign it – could be hand prints that they have decorated. Stick around the class charter and keep that up for the duration of the school year.** **Go over the school rules – what is expected of them while they are at school.** **What is money?**
Science	Animal Lifecycles What is the lifecycle of an animal? Explore and compare the differences between things that are living, dead, and things that have never been alive Notice that animals, including humans, have offspring which grow into adults	Construct a large bar chart for the wall of a person's height against ages Create a large timeline from 0-100 years – spot any patterns Show children some examples of animals they don't know (e.g. whale, elephant, desert mice, chimpanzee) and ask them to predict how long they might live.

	Find out about and describe the basic needs of animals. Including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Explore and compare the differences between things that are living, dead and things that have never been alive. 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.	
PE		**Yoga** To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.

Autumn Term Two – Project / Key Question / Hook

How did the fire change London?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Significant historical events, people and places in their own locality. Changes beyond living memory. Chronology Characteristic features Historical enquiry	Step 1 – Hook Step 2 – Read the story and timeline using the images Step 3 – Brainstorm causes. Compare picture sources with eyewitness accounts. Cut and stick them together. Step 4 – Recap major characters from the story of The Great Fire. Introduce some sound bites or speech bubbles. Who said what? Step 5 – How many people died? Look at conflicting figures – how have such differences arisen? Step 6 – Plan a better London – with improvements to make sure such a fire never happens again. Forest School Ideas • Campfires • Build houses from sticks and string • Fire safety
Geography		
MFL	N/A	N/A
RE	Advent and Hanukkah • talk about their own responses to *candle flame* • identify how *candle flame* relates to their own lives • talk about *candle flame as a reminder (a symbol)* of important people or events • recognise how *candle flames* are used at Hanukkah and Advent • talk about the importance of *candle flames* in simple terms.	**Step 1 – Communicate** • Show a cardboard cake with candles. Light them. Discuss responses and ideas. *How do you feel?* • Discuss how we use candles. *When? Why?* Discuss how we celebrate birthdays. • Read *Teddy's Birthday* (Amanda Davidson). Discuss what candles are remembering? • Respond by drawing picture of cake and candles and make a display of different candles. • Light another candle. *What could this be for? What does it make you think about?* Discuss. **Step 2 – Apply** • Discuss how we can use candles to remember someone or something – remember feelings. • *If you could light a candle to remember someone or something special, who or what would it be? When would you light it? How would you feel*? Draw a candle and annotate "*My candle is to remember …*" **Step 3 – Enquire** • Show Hanukkah – allow open speculation from children. *What is it? What is it used for? How it is used? Who uses it? Where? When? Why?* • *What do we think these candles remind people of? How do you think they might feel when they light the candle?* Pupils openly speculate. **Step 4 – Contextualise** • Tell the story of Hanukkah using the book below – a great miracle happened there. Respond by acting out story. • *How did they feel when the light kept burning?* Drama and freeze frame.

		• Show picture of Jews celebrating Hanukkah. Read *Hanukkah* (Roni Schotter). Explain how Jews celebrate Hanukkah today – sharing food, cards, decorations, lighting the candles. • Make Hanukkah in groups. Become familiar with language eg symbol, celebration, Hanukkah etc. *What are the candles remembering?* Pupils make labels for their Hanukkah. Repeat process **Step 5 – Enquire** • Show Advent ring – *What is it used for? When? Where? By whom?* Encourage speculation. **Step 6 – Contextualise** • Christians use light at Christmas – read Advent poem – discuss, explain. Add each candle to explain each part symbolises part of story – parallels to story of Jesus' birthday. (This may be done on consecutive days). • Make advent ring in groups. Light candles – read Christmas story – create atmosphere. *What do these candles remind Christians about?* Pupils make labels. **Step 7 – Evaluate** • *Is it important to have candles to remind you of things? If you didn't have candles would you still remember? What did it help teddy remember? Why do the candles help you remember? What would you use to remember things that are special? What do candles remind Jewish people of? Why are they important? What do candles remind Christians of? Why are they important? What would Christians do?*
Computing	• Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	To know what devices can be used to take photographs • I can sort devices into old and new • I can talk about how to take a photograph I can capture digital photos and talk about my experience To use a digital device to take a photograph • I can explain the process of taking a good photograph • I can take photos in both landscape and portrait format I can explain why a photo looks better in portrait or landscape format To describe what makes a good photograph • I can identify what is wrong with a photograph • I can discuss how to take a good photograph I can improve a photograph by retaking it To decide how photographs can be improved • I can explore the effect that light has on a photo • I can experiment with different light sources I can focus on an object To use tools to change an image • I can recognise that images can be changed • I can use a tool to achieve a desired effect I can explain my choices To recognise that images can be changed • I can apply a range of photography skills to capture a photo • I can recognise which images have been changed I can identify which images are real and which have been changed

Art		
DT	<u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	What is a Tudor House – look at different houses and compare and contrast them Look at different materials – to make Tudor house out of Design Tudor House Make Tudor House – over a few sessions. Make using cardboard boxes. Paint the house white. Paint the black stripes on the house. Add the yellow strips of paper for the roof. Make windows and doors out of black sugar paper and chalk and stick on house. Evaluate Tudor House
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Relationships	Draw a picture of their family – label them. Why are these people special?

	Families and people who care for me To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. To learn that I belong to different groups and communities such as family and school. To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention. **Caring friendships** To identify special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise that my behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, right and wrong. To recognise that people's bodies and feelings can be hurt; including what makes them feel comfortable and uncomfortable. To listen to other people and play and work cooperatively, including strategies to resolve simple arguments. **Respectful Relationships** To identify and respect the difference and similarities between people. To recognise that people have rights and that everyone has responsibilities to protect those rights, including protecting other's bodies and feelings; being able to take turns; share and understand the need to return things that have been borrowed.	What groups do I belong to – clubs both inside and outside of school. What makes a good friend? Create a poster that can be put up around the classroom. Go through feelings – draw faces on blank outlines to show each emotion. When might you feel like that? Why? What might cheer you up if you are feeling sad? What can others do?

Science	Changing Materials • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Which type of material would be the strongest to use as a floor tile? Which fabric would make the softest blanket? Which wrapping papers are strong enough to wrap and send a present? Why do we choose materials to do certain jobs?
PE		Fundamentals To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. Ball Skills To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball To develop co-ordination and technique when throwing and catching To develop control and co-ordination when dribbling a ball with your hands..

Spring Term One – Project / Key Question / Hook

How does the weather change the closer you get to the equator?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	Human and Physical Knowledge Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Seasonal and daily weather patterns – look at seasons in the UK. Write down months of each season, what the weather is like and draw a picture. Introduce key vocabulary for the weather – equator etc. Choose 4 countries – 2 hot and 2 cold Colour a map in blue and red – blue for the cold areas and red for the hot areas. Research the cold and hot areas – what makes them cold and hot? Research 1 per lesson so by the end of the topic, they will have information about 4 countries. Information on: weather, how close it is to the equator, animals etc. Forest School Ideas • Weather observations • Play with ice • Natural items – compare wet/dry
MFL	N/A	N/A
RE	People Jesus Met **Step 1** identify and talk about different types of *change* in their experience **Step 2** identify how their responses to *change* affect their lives **Step 3** identify and talk about the meaning of *change* and different types of *change* **Step 4** recognise that Christians believe that Jesus *changes* some people's lives	**Step 1 – Communicate: *What is our experience of and response to change?*** • In pairs, children talk about anything they have noticed changes. Teacher scribes children's ideas on board. *Has anything about them changed?* Eg: could not ride a bike before, but can now, could not write their name before but can now, used to be scared of dogs before but not now. Sometimes people can change their ideas. Read story to illustrate change – discuss. *How do you feel about change?* Discuss. Draw a picture and annotate change in their own lives. **Step 2 – Apply: *How does change affect us?*** • *Is there anything you would like to change?* It could be about yourself, change something in the school, change something in the world. Discuss ideas. Record simply the change you would like to make. *Are changes always good? Can some changes make you feel sad or scared?* Draw two pictures – one before and one after, either a bad or a good change. **Step 3 – Enquire: *What does change mean?***

	Step 5 talk about why the idea of Jesus being able to *change* people is important to Christians and identify an issue raised.	• Pupils brainstorm as a class the meaning of change and the different types of change, eg: in nature, in people, in weather, in attitudes in ideas, in computers. Create a display and pupils add pictures and annotate (teacher scribes, if necessary). **Step 4 – Contextualise: *What stories do Christians have about Jesus changing people?*** • Use a persona doll as a Christian to explore some Christian stories. Tell some stories about Jesus changing people's lives: – *Zacchaeus* (Luke 19:1–10). Role play story – *What happened that changed for Zacchaeus? How did Zacchaeus feel before and after? What made Zacchaeus change?* Scribe children's ideas on paper. Respond by: paper divided in two – use colours to represent Zacchaeus before/after, or write own story or diary entry, or sequence pictures as appropriate. – *Jairus' daughter* (Matthew 9:18, 19:23–26, Mark 5:22–24, 35–43, Luke 8:41, 42, 49–56). *What part of the story do you think is the most important? Why? How do you think Jesus did this? How did the father feel before and after? What do you think the people watching thought? How did they change?* Open discussion. Role play story. Respond using musical instruments to represent before and after. Draw picture from the story/sequence four pictures/write story in own words/write story as a group/paint story in group/make a *thank you* card or letter from the little girl/write letter. – *The blind man* (John 9:1–34). Reflect and respond to story. *What change happened? What did the blind man feel and think before? What did he think after?* Discuss. Pupils act out the story, sequence pictures, etc. **Step 5 – Evaluate: *Why are these stories important for Christians?*** • Discuss why pupils think these stories are important to the persona doll and other Christians. Briefly retell or act out each story but without any change occurring. *What difference would that make? How would people feel about Jesus if He could not change people? What do you think Christians think about the way Jesus changed people's lives?* • Pupils complete a speech bubble on a picture of the persona doll (or a Christian) which says *"The idea of Jesus changing people is important because … ".*
Computing	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	To say how music can make us feel • I can identify simple differences in pieces of music • I can listen with concentration to a range of music (links to the Music curriculum) I can describe how music makes me feel, e.g. happy or sad To identify that there are patterns in music • I can create a rhythm pattern • I can play an instrument following a rhythm pattern I can explain that music is created and played by humans To describe how music can be used in different ways • I can connect images with sounds • I can use a computer to experiment with pitch and duration I can relate an idea to a piece of music To show how music is made from a series of notes • I can identify that music is a sequence of notes • I can use a computer to create a musical pattern using three notes I can refine my musical pattern on a computer

		To create music for a purpose • I can describe an animal using sounds • I can explain my choices I can save my work To review and refine our computer work • I can reopen my work • I can explain how I made my work better I can listen to music and describe how it makes me feel
Art	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products	What is pointillism? Look at different artists who use pointillism. What do they like/not like? Give pointillism a go using different resources – paint, pencils, chalk etc. Pointillism using paint – end of paintbrushes, cotton buds Children to draw their own picture linked to weather and are to use pointillism using paint to add colour
DT		
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Health **Mental Wellbeing** To communicate my feelings to others, to recognise how others show feelings and how to respond. To learn about good and not so good feelings. To develop my vocabulary to describe my feelings to others. To develop simple strategies for managing my feelings. To know who to go to if I am worried and how to attract their attention. **Internet Safety and Harms**	Create Internet safety posters explaining to others how they can be safe online. What do they do to keep healthy? What does being healthy mean? What foods do we need to eat to have a healthy diet? Create a lunch box with a healthy/balanced diet in it – why have they made those choices?

	To recognise that I share a responsibility for keeping myself and others safe online. **Physical Health and Fitness** To learn about healthy lifestyles and how to maintain a healthy lifestyle, including the benefits of physical activity and rest. To make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences **Healthy Eating** To learn about healthy lifestyles and how to maintain a healthy lifestyle, including healthy eating and dental health.	
Science	Changing Materials Why do we choose materials to do certain jobs? Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Which chocolate will melt the fastest on a warm plate? Which plastic would be flexible enough to make a belt? What could I wrap a chicken egg in to keep it warm when it's waiting to hatch?
PE		Sending and receiving To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.

Spring Term Two – Project / Key Question / Hook

Could The Titanic have been saved?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Significant historical events, people and places in their own locality. Changes beyond living memory.	Hook Why do we remember The Titanic? Why was the Titanic so popular for both the rich and the poor? Why did the unsinkable Titanic sink? Why was the loss of life so great? Triumph or tragedy? Trip to The Titanic Museum in Southampton Forest School Ideas • Team Building • Problem Solving
Geography		
MFL	N/A	N/A
RE	The Easter Story **Step 1** talk about their own experiences of *sad* then *happy* **Step 2** identify feelings of *sadness/happiness* in different situations and for different people **Step 3** identify and talk about the concepts of *sadness* and *happiness* **Step 4** recognise how *sadness and happiness* are significant in the Easter story **Step 5** talk about the importance of the feelings of *sadness and happiness* to Christians when they remember the Easter story	**Step 1 – Communicate: *When have I been sad then happy?*** • Use *Badger's parting gifts* as a starting point. Discuss feeling sad then happy. • Circle time activity/discussion. Use sad/happy music for reflection. *When do I feel sad then happy? What changes my mood/feelings?* • Pupils draw and annotate *"I was sad when …", "then I was happy because …".* **Step 2 – Apply: *What different things make people sad then happy?*** • Use different scenarios to explore different responses to different situations. • Discuss – *do different things make us sad then happy? Are there some things that can make everyone sad then happy?* **Step 3 – Enquire: *What is sadness and happiness?*** • Pupils share and collate ideas and words associated with *sad* and the same for *happy.* • Pupils describe *sad* in a picture, a poem or a gesture. Ditto *happy*. • Pupils write description *"sad means …"; "happy means …"* **Step 4 – Contextualise: *What are the sad and happy parts of the Easter story?*** • Tell a simple version of the Easter events – from Garden of Gethsemane to the women finding the tomb empty. • Pupils act out the story. Play music to illustrate the changing moods

		• Pupils create a frieze or storyboard or sequence pictures. They place ☺ or ☹ at appropriate parts of the story. • Explain how Christians remember the sad parts of the story through sad music/pictures and no decorations in Church, then happy parts – happy hymns, decorations, feasting. **Step 5 – Evaluate: *Do we think it is important for Christians to feel sad then happy at Easter?*** • *Do you think that it is important for Christians to remember the sad bits and the happy bits? Why/why not?* • *What if they only remembered the sad bits? How would they feel?* • *Is the happy part of the story important to Christians? Why/why not?*
Computing	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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	To recognise that we can count and compare objects using tally charts • I can record data in a tally chart • I can represent a tally count as a total I can compare totals in a tally chart To recognise that objects can be represented as pictures • I can enter data onto a computer • I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects To create a pictogram • I can organise data in a tally chart • I can use a tally chart to create a pictogram I can explain what the pictogram shows To select objects by attribute and make comparisons • I can tally objects using a common attribute • I can create a pictogram to arrange objects by an attribute I can answer 'more than'/'less than' and 'most/least' questions about an attribute To recognise that people can be described by attributes • I can choose a suitable attribute to compare people • I can collect the data I need I can create a pictogram and draw conclusions from it To explain that we can present information using a computer • I can use a computer program to present information in different ways

		• I can share what I have found out using a computer I can give simple examples of why information should not be shared
Art	About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work. To use a range of materials creatively to design and make products	Landscapes – Lowry Porthole picture – what could you see out of a porthole – layer tissue paper up to create a porthole. Cut out into porthole shape. Look at different portholes – what can you see out of them? Compare different portholes. Draw different portholes – choose favourite one Draw porthole onto paper plates Use tissue paper to create a porthole
DT		
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Relationships **Respectful Relationships** To learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. To recognise different types of bullying and to understand that these are wrong and unacceptable. To learn strategies to resist teasing and to know what to do/who to go to for help if they experience or witness bullying. **Online Relationships** To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'	What does respect mean? What is bullying – how might this affect someone's emotions? Create a poster – what to do if you're being bullied What is online safety? What are online relationships? Who should you talk to if someone tries to talk to you online? What should you do?

	To learn rules and ways of keeping physically safe and emotionally safe, including responsible computer use and online safety. **Being Safe** To learn what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy. To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention. To recognise that I share a responsibility for keeping myself and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.	What is privacy? Discussion Who looks after me? Who is in my family? Who do I live with? Who do I go to if I am worried?
Science	Pushes and Pulls Objects can move (be in **Motion**) in various ways-roll, slide and bounce The **pushing** or **pulling** of an object can affect its motion. Pushing or pulling can do three things, **slow down**, **speed up** or **change the direction** of an object. The larger the push/pull the bigger the effect on motion Pushing and pulling objects can change their shape.	Why and how do objects move? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Objects can move (be in motion) in various ways, rolls, slide and bounce The pushing and pulling of an object can affect its motion. Pushing or pulling can do 3 things: slow down, speed up or change direction of an object. The larger the push/ pull the bigger the effect on the motion. Pushing and pulling objects can change their shapes. Investigate how different objects move down a slope. Blocks, cars, bouncy balls etc. can one object move in more than on way e.g. balls can roll and bounce. Marble run – challenge them to find out how to make the marble move down a run really slowly.
PE		Dance THEME: The Rainforest To copy, repeat and create actions in response to a stimulus.

		THEME: The Rainforest To copy, create and perform actions considering dynamics. THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed. THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters. THEME: The Circus To explore pathways and levels. THEME: The Circus To remember and rehearse our circus dance showing expression and character. Invasion To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending.

Summer Term One – Project / Key Question / Hook

How has Andover changed?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History	Local history study. Changes beyond living memory. Changes within living memory.	Look at pictures from 100 years ago and at each decade between 1920 and the present day. What is the same? What is different? Are there cars? Roads? Houses? Shops?
Geography	Geographical skills and fieldwork – Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Human and physical geography – Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and simple map; and use and construct basic symbols in a key.	What human and physical features can be found in the pictures over the decades? Used geographical vocabulary to describe this. Forest School Ideas • Orienteering
MFL	N/A	N/A
RE	Stories from the six major religions **Step 1** identify and talk about the concept of *creation* **Step 2** simply describe the Christian and Hindu *creation* stories **Step 3** describe in simple terms why they think Christians and Hindus value these stories **Step 4** describe in simple terms their response to *creation*	**Step 1 – Enquire: *What does* creation *mean?*** • Pupils are given a ball of clay and instructed to make something (anything) out of it. Compare results. *What have you created? How did you create it? Can you find something in nature that has been created?* (A leaf, acorn, feather, shell, fruit, stone, etc.) *How was it created?* • Discuss: *What does the word* creation *mean?* Pupils contribute to a definition or description of the word. **Step 2a – Contextualise: *What story do Christians tell about creation?*** • Tell the Christian creation story (or see video if available) or pupils engage with visualisation of creation with teacher guidance. • Pupils produce collage, music or paintings depicting creation. Display.

	Step 5 identify simple examples of how their response to *creation* relates to their own and others' lives	**Step 3a – Evaluate: *How important is the creation story?*** • *Why do we think Christians tell this story?* Pupils put statements in groups, *agree with/disagree with?* (See statement cards.) • *What do they think about the story?* Regroup their cards. Discuss. **Step 2b – Contextualise: *What story do Hindus tell about creation?*** • Tell/guided imagery of the Hindu creation story. • Pupils sequence pictures and annotate. **Step 3b – Evaluate: *How important is this creation story?*** • Use the cards for 3a and repeat for Hindu belief (use a persona doll or a character from a Hindu book to help, eg: *Where would Sita put the cards?)* **Step 4 – Communicate: *What do we think about creation?*** • *How do we think the world was created?* Discuss ideas. • Pupils write their own creation stories. **Step 5 – Apply: *Does what we think about creation affect us?*** • Discuss: *Do we all think the same? Why/why not? Does it matter?* • Look at own creation from clay. *Who has responsibility for looking after it? Why?* Discuss. • *If you believe that God made the world, do you take more or less care of it?* • *If God made the world in seven days, if it gets spoilt, can God fix it?*
Computing	• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	To describe a series of instructions as a sequence • I can follow instructions given by someone else • I can choose a series of words that can be enacted as a sequence I can give clear and unambiguous instructions To explain what happens when we change the order of instructions • I can create different algorithms for a range of sequences (using the same commands) • I can use an algorithm to program a sequence on a floor robot I can show the difference in outcomes between two sequences that consist of the same commands To use logical reasoning to predict the outcome of a program (series of commands) • I can follow a sequence • I can predict the outcome of a sequence I can compare my prediction to the program outcome To explain that programming projects can have code and artwork • I can explain the choices I made for my mat design • I can identify different routes around my mat • I can test my mat to make sure that it is usable To design an algorithm

		• I can explain what my algorithm should achieve • I can create an algorithm to meet my goal I can use my algorithm to create a program To create and debug a program that I have written • I can plan algorithms for different parts of a task • I can test and debug each part of the program I can put together the different parts of my program
Art	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products	Sketching – Andover time-lapse sketch Look at time-lapse art – what do they like/dislike? Compare. Have a go at sketching – using different sketch pencils. Pressing hard/soft. Sketch different parts of Andover past – just to have a go. Sketch different parts of Andover present – just have a go. Half sketch is past Andover and half sketch is present Old house on one half in black and white and modern house in colour on the other half. Create a display using their art work.
DT		
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Living in the Wider World Environment – To learn how to improve my local environment and what harms it. Environment – To develop skills needed to care for local/natural/built environments, including conserving energy. Money – To learn about the role money plays in my life, including how to keep safe, choices about spending it/saving it and what influences these choices.	What is the environment? What is in our environment? How can we care for our environment? What can we do to help the environment? Create posters. What is money? What is money used for? Where do we get money? What does spending mean? What does saving mean?

Science	Pushes and Pulls Why and how do objects move? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Objects can move (be in motion) in various ways, rolls, slide and bounce The pushing and pulling of an object can affect its motion. Pushing or pulling can do 3 things: slow down, speed up or change direction of an object. The larger the push/ pull the bigger the effect on the motion. Pushing and pulling objects can change their shapes.	What are forces? What does push and pull mean? Understand the terminology. How does the length/steepness of a slope affect how far a ball/car/tin will roll off the end? Was it a push or pull that made it go further? How does the height an egg is dropped from affect how big the splat pattern is? Forest School Ideas • Pushes and pulls
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attaching and defending.	

Summer Term Two – Project / Key Question / Hook

How is Kingston different to Andover?

SUBJECT	NATIONAL CURRICULUM OBJECTIVES	LEARNING JOURNEY IDEAS
History		
Geography	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. Human and physical geography – Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human and physical geography – Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and simple map; and use and construct basic symbols in a key.	Start off teaching geographical vocabulary needed. Where is Kingston? Create a factfile. Compare a school in Andover to a school in Kingston Housing surrounding it – similar/different Roads Shops Paths Fields/parks Each lesson scroll out a bit – so they can see more of the areas each time. Compare the two in every lesson. Use geographical vocabulary
MFL	N/A	N/A
RE	Ideas about God **Step 1**: describe in simple terms their response to the concept of *God* **Step 2:** identify simple examples of when they and others think about *God* **Step 3:** identify and talk about the concept of *God* **Step 4:** simply describe ways in which the concept of *God* is expressed in Christianity and Hinduism	• Step 1 – Communicate own responses to concept of God • Children close eyes and teacher asks them to imagine if God came into the room, what would God be like? • Share ideas (if this does not work, try prompt questions). Do you think God might be ... old or young, big or small, man or woman, seen or unseen, powerful or weak, happy or sad, kind or cruel, etc. • Children paint, draw, discuss or write poems, etc, expressing own ideas about God. • NB: All children's responses should be accepted.

	Step 5: evaluate the concepts by describing in simple terms the value of *God* to Christians and Hindus.	• Step 2 – Apply the concept to different situations • Discuss: If you were to think about God – when would that be? • Pupils draw and annotate those situations, eg: when scared, happy, sad, in a beautiful place. • Pupils compare responses. • Step 3 – Enquire into the concept of God • Pupils think about and write definitions, descriptions of God. • Brainstorm and collate ideas. • As a class, discuss whether there can be some common elements which describe a definition. • Step 4a – Contextualise the concept in religious practice and belief for Christians • Tell some stories which show the nature of God, eg: Moses and the burning bush (Exodus 3), crossing the Red Sea, Daniel in the lions den (Daniel 6), David and Goliath (Samuel 1). • Discussion points – What did God do in this story? What did the people think about God in this story? What words would you use to describe God in this story? • Distribute photocopies of hymns which describe God. Pupils underline words that describe God, collate ideas and emphasise that these are Christian descriptions of God. • Step 4b – Contextualised continued • Children draw pictures of mum's and dad's roles, eg: cook, chauffeur. Draw two more things mum and dad are good at. Hindus believe there is one God, but with many images and talents. • Show Ganesh – Hindus believe God is powerful like an elephant. Lakshmi – God is generous and kind like this woman. Rama – God is brave, God fights evil, remind them of story of Ramayana. • Pupils create displays of Hindu deities and annotate with characteristics. • Step 5 – Evaluate the concept of God • Pupils create displays of Hindu deities and annotate with characteristics. • Discuss – Why do you think God is important to Christians and Hindus? • Pupils order cards into priority – for a Hindu, for a Christian, for them, eg: God helps them, God has power, God loves them, God makes them feel safe.

		• Pupils complete thought bubbles for a Christian, a Hindu, each pupil – "I think God is …".
Computing	Key stage 1 Pupils should be taught to: - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs	Scratch - Teach chn how to use the main script groups, the scratch screen, add a script to the program, moving the sprite, change the code and get the program to repeat. - Add a piece of code which will do the following: When the space Bar is pressed, repeat 3 times, make the cat say "Hello!" for 1 second and turn 15 degrees anticlockwise. - Start a new project, delete the Cat sprite by right-clicking on the cat and selecting Delete. - Change the sprite by using the New Sprite button.
Art		
DT	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Cooking Make something English and something Jamaican? English – bread, biscuits Jamaican – Fruit kebab, bread Look at the different foods – compare the breads Go through how to make them. 1 - Design their food 2 - Make their food – in small groups 3 - Evaluate their food Complete 1-3 for English and Jamaican foods Invite parents in Get someone in to teach

	<u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	See Charanga Planning
RHE	Health **Basic First Aid** To learn about 'special people' who work in our community and who are responsible for looking after me and protecting me. To learn how to contact those special people when I need them; including calling 999 in an emergency. **Drugs, Alcohol and Tobacco** To learn that household products, including medicines can be harmful if not used properly. **Health and Prevention** To learn about the importance of, and how to, maintain good personal hygiene; including dental health, handwashing and how diseases can be spread. To learn about the responsibility I have for my own health and that of others and to develop skills to help prevent disease spreading. To learn about safe and unsafe exposure to the sun. To learn about the benefits of rest as part of a healthy lifestyle.	Forest School ideas • First aid can be covered in Forest school – talk to Mr H about this Explain what drugs, alcohol and tobacco is. Why can it be harmful for your health? What is good personal hygiene? How can we keep clean? Steps to wash hands. Why do we need to wash our hands? What can I do to keep myself healthy? Create poster about how to stay safe in the sun.
Science	Making new plants How are new plants made?	Teach plant vocabulary. Label plants.

	Identify and name a variety of plants and animals in their habitats, including new habitats. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Grow some flowers and let them pollinate and show children where the seeds grow. Do all plants produce flowers and seeds? Children to create a simple diary of how chosen plants change over the year. What happens to a daffodil if it is left outside to form a seed and how is this different if it is cut and placed in water inside? Forest School Ideas • Plants • Planting • Taking care of living things
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attaching and defending.	