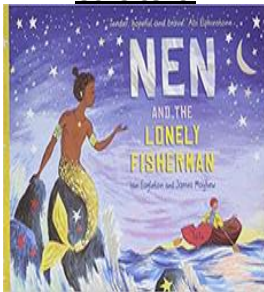
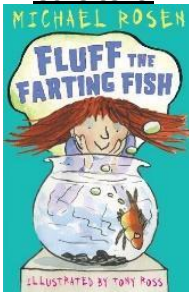
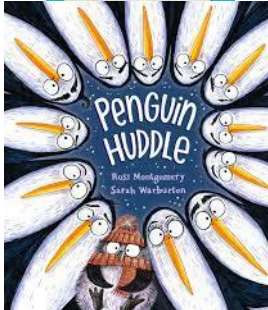
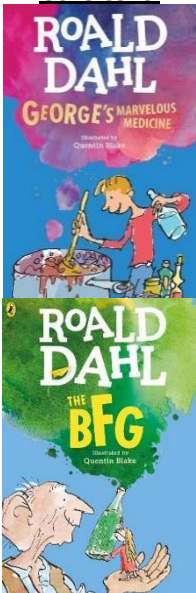


Year 2 LTP 2026-27

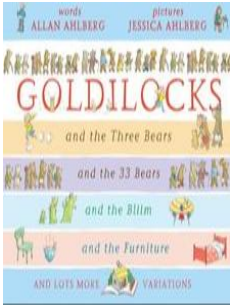
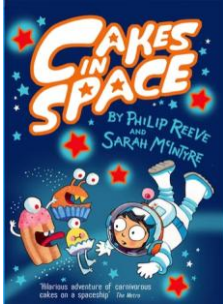
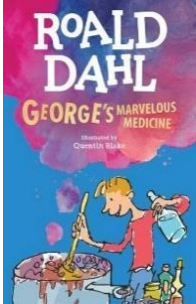
Primary School	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Tower of London	Local area walk	Mudchute Farm	Colchester Zoo	Pizza Express	Visitors
<u>Foundation Enquiry:</u>	THE GREAT FIRE 	MAP MAKERS 	EXHIBITION OF ENDANGERMENT 	MUFFIN MANIA! 	HOME OR AWAY? 	
	Scenario: It's 1666 and London has been ravaged by the worst fire it's ever seen. Outcome: You will become a town crier and share the news. (Use Horrible Histories as inspiration!) <u>History: Historical Skills</u> - Show an awareness of the past, using common words and phrases relating to the passing of time - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events	Scenario: Mrs Jackman has says that there are lots of areas in Abbey Wood that could be improved. Outcome: You will create a map of a new and improved area of Abbey Wood. <u>Geography: Geographical Skills and Fieldwork</u> - Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Scenario: Mr Shelley says that the only subject people want to learn about is maths. All other subjects should be kept in the classroom. Over-arching outcome: You must host an exhibition to showcase your science, geography and art learning to prove Mr Shelley is wrong! Painting outcome: You must create an underwater background using tints and shades. <u>Art: Painting</u> - Use painting to develop and share their ideas, experiences and imagination - Mix primary colours to make secondary colours - Add white and black to alter tints and shades GD Mix primary colours to make secondary colours, knowing which colours to mix to achieve an intended result Drawing outcome: You must create a range of underwater plants using a range of drawing materials. <u>Art: Drawing</u>	Scenario: The muffins have revolted! They are fed up with being called unhealthy! Outcome: You must design and create a range of muffins using all of the food groups to share with KS1 at playtime. <u>DT: Cooking and Nutrition</u> - Understand the need for a variety of food in a diet - Understand that all food has to be farmed, grown or caught - Begin to use a wider range of cookery techniques to prepare food safely GD Use a wider range of cookery	Question: Hometown Showdown: Abbey Wood or a Kenyan Town – Which is the ultimate place to live? Outcome: Get ready to battle it out in a class debate and defend your opinion. <u>Geography: Place Knowledge</u> 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.	

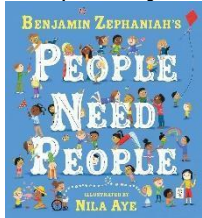
	• Show understanding of some of the ways in which we find out about the past • Use a wide vocabulary of everyday historical terms • Speak about how they have found out about the past • Record what they have learned by drawing and writing • GD Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods • GD Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented <u>History: Golden Threads: Society & Legacy / Power</u> • Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	• Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features on a map. • GD Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. <u>Geography: Place Knowledge</u> • GD Understand that within a country there will be differences in how people live. <u>Geography: Human and Physical Geography</u> • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, port and harbour. • GD Confidently use basic geographical vocabulary in context to refer to key physical features. • GD Confidently use basic geographical vocabulary in context to refer to key human features. Scenario: Build Abbey Wood's Future! Sadiq Khan needs help designing six model buildings for new areas of the town. Our year group has been chosen to design and construct these	• Use drawing to develop and share their ideas, experiences and imagination • Use different materials to draw, for example pastels, chalk, felt tips • GD Use key vocabulary to demonstrate knowledge and understanding in this strand: drawings, line, bold, size, space <u>Art: Work of Other Artists</u> • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • Use inspiration from famous, notable artists to create their own work • GD Express an opinion on the work of famous, notable artists and give reasons why • GD Use inspiration from famous, notable artists to create their own work and compare Geography outcome: To create an informative postcard from a continent. (Spring 1) <u>Geography: Locational Knowledge</u> • Name and locate the world's seven continents and five oceans. • GD Name and locate the world's seven continents and five oceans, describing which of these continents have hot and cold areas. <u>Geography: Human and Physical Geography</u> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, mountain, ocean and valley. <u>Geography: Geographical Skills and Fieldwork</u> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Art outcome 2: You must design and create a sculpture to represent an endangered animal (Spring 2) <u>Art: Sculpture</u> • Use sculpture to develop and share their ideas, experiences and imagination • Use a variety of techniques, e.g. rolling, cutting, pinching • Use a variety of shapes	techniques to prepare food safely <u>Science: Animals Including Humans</u> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Scenario: Grab your imaginary microphones, it's time to present Wangari TV! Outcome: You will become a reporter informing the world all about the amazing achievements of Wangari Maathai. <u>History: Historical Skills</u> <u>History: Golden</u> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events • Show understanding of some of the ways in which we find out about the past • Record what they have learned by drawing and writing • Use a wide vocabulary of everyday historical terms <u>Threads: Society & Legacy / Power</u> • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods
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		buildings using your DT skills. Outcome: You will create a class set of six buildings that must be strong, stable and interesting to look at. <u>DT: 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 and drawing • GD Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>DT: Make</u> • Choose appropriate tools, equipment, techniques and materials from a wide range • Safely measure, mark out, cut and shape materials and components using a range of tools • GD Choose appropriate tools, equipment, techniques and materials from a wide range, giving reasons for their choices <u>DT: Evaluate</u> • Evaluate and assess existing products and those that they have made using design criteria	• GD Use a variety of shapes, including lines and texture <u>Art: Work of Other Artists</u> • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • Use inspiration from famous, notable artists to create their own work • GD Express an opinion on the work of famous, notable artists and give reasons why		
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		DT: Technical knowledge - Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable - Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products				
English – writing Transcription - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others - Spell some common homophones e.g. there their two to too our are pair pear - Understand the difference between a homophone and a near-homophone - Spell most Y2 common exception words (see NC appendix) GD Spell all of the Y2 common exception words (see NC appendix) - Begin to use some diagonal	Core text: Real life experiences  Writing outcomes: Handwriting focus Fire poetry Recount of burning houses Transcription - 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 - Add the suffix -ly, Composition - Write poetry	Core text:  Writing outcomes: Postcard to Peru Alternative solution Transcription - Spell some contracted words e.g. don't won't haven't - Add suffixes -ly to spell most words correctly in their writing Composition - Plan what to write by making notes prior to writing	Core text: Real life experiences  Writing outcomes: Diary entry about visit to Mudchute Farm Advert for an imaginary Farm Transcription - Spell some contracted words e.g don't won't haven't Composition - Write about real events, recording these simply and clearly - Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Read work aloud to ensure that verbs	Core text:  Writing outcomes: Setting description – focused on vocabulary for atmosphere Mythical character description – design own and describe Vocabulary, Grammar and Punctuation - Use past tense mostly correctly and consistently - Use expanded nouns phrases to describe and specify - Use some subordination (e.g. as, when, while, that) to join clauses - Use expanded nouns phrases to describe and specify - Use co-ordination (e.g. and / but / yet)	Core text:   Writing outcomes: Design their own talented pet and write a character description Alternative resolution Transcription - Spell some contracted words e.g don't won't haven't GD Spell many contracted words Composition - Write simple, coherent narratives about personal	Core text:  Writing outcomes: Recipe including predicted outcome - George's Marvellous Medicine Film to narrative Formal letter from Sophie to the Queen explaining the dangers posed by the other giants and requesting her support Transcription Spell some contracted words e.g don't won't haven't

and horizontal strokes to join some letters • Begin to identify which letters are best left unjoined when next to each other • GD Consistently use diagonal and horizontal strokes needed to join letters • GD Recognise which letters are best left unjoined when next to each other • GD Add suffixes -ment, -ness to spell most words correctly in their writing • Add suffixes -ly, -ful, -less to spell most words correctly in their writing <u>Composition</u> • Write for a range of purposes • Plan what to write by making notes prior to writing • Practise sentences aloud before writing • Consider what will be written prior to writing, sentence by sentence <u>Vocabulary, Grammar and Punctuation</u> • GD Use the punctuation taught at key	• Practise sentences aloud before writing • Consider what will be written prior to writing, sentence by sentence • Proofread work, with intonation, to check for missing capital letters, full stops • Write about real events, recording these simply and clearly • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly <u>Vocabulary, Grammar and Punctuation</u> • Use expanded noun phrases to describe and specify • Use co-ordination (e.g. and / but) • Use past tense mostly correctly and consistently	• Proofread work, with intonation, to check for missing capital letters, full stops • Write simple, coherent narratives about personal experiences and those of others (real or fictional) <u>Vocabulary, Grammar and Punctuation</u> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks/ exclamation marks correctly when required	indicate time correctly and consistently most of the time <u>Vocabulary, Grammar and Punctuation</u> • Use commas for lists • Use present and past tense mostly correctly and consistently, including the progressive form • Begin to use possessive apostrophes for singular nouns		experiences and those of others (real or fictional) • Evaluate and make simple additions to writing with their teacher • Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes <u>Vocabulary, Grammar and Punctuation</u> • Begin to use apostrophes for contracted forms • Use past tense mostly correctly and consistently, including the progressive form • Use expanded nouns phrases to describe and specify • Begin to use possessive apostrophes for singular nouns • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	<u>Composition</u> • Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes • GD Evaluate and make simple additions to writing with their peers • GD Proof read work to check for errors in spelling, punctuation and grammar <u>Vocabulary, Grammar and Punctuation</u> • Use commas for lists • Use present tense mostly correctly and consistently, including the progressive form • Use co-ordination (e.g. or / and / but) and some subordination (e.g. as, when, while, that) to join clauses • Begin to use apostrophes for contracted forms • GD Consistently use apostrophes for possession and contracted forms accurately
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stage 1 correctly English – whole class reading Word Reading • Apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent • Blend accurately • Accurately read multi-syllabic words • Read words with suffixes -s, -es, -ing, -ed, -ly, -ness, -less, -ful, -ment • Read further common exception words, noting unusual correspondence s between spelling and sound and where these occur in the word • Read without overt sounding and blending after words have frequently been encountered • Read books matched to phonic knowledge and automatically sound out unfamiliar words without hesitation	Main text:  3 Little Pigs And The Big Bad Book Vlad What The Jackdaw Saw Comprehension • Explain what has happened so far in what they have read • Check the text makes sense to them, correcting any inaccurate reading • Develop increased awareness of traditional tales and fairy stories and be able to retell them • GD Recognise literary language such as 'Once upon a time' and 'in a land far, far away' and 'they all lived happily ever after'	Main text: Fluency Development ADVENTURE STORIES Comprehension • Read without overt sounding and blending after words have frequently been encountered • Build up fluency and confidence in word reading by re-reading phonically decodable books. • Self-correct inaccurate reading	Main text: Fluency Development HABITATS Comprehension • Check understanding by asking questions • GD Independently make links between the book they are reading and other books they have read • Listen to and discuss stories and non-fiction that are beyond their independent reading level • Develop increased awareness of traditional tales and fairy stories and be able to retell them	Main text:  The Last Wolf To Catch a Monster Inside the Villians Goldilocks and the 33 Bears Comprehension • Discuss and seek clarification for new words and link them to known vocabulary • Identify and discuss their favourite words and phrases	Main text:  Cakes in Space Samuel Pepys' Diary – abridged September 2, 1666 Comprehension • Discuss and seek clarification for new words and link them to known vocabulary • Identify and discuss their favourite words and phrases	Main text:  George's Marvellous Medicine The BFG Comprehension • Discuss and seek clarification for new words and link them to known vocabulary • Identify and discuss their favourite words and phrases • GD Independently make links between the book they are reading and other books they have read
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- Build up fluency and confidence in word reading by re-reading phonically decodable books GD Read all Y2 common exception words (see NC appendix) <u>Comprehension</u> - Self-correct inaccurate reading - Develop pleasure in reading, motivation to read, vocabulary and understanding	- Listen to and discuss stories and non-fiction that are beyond their independent reading level - Develop increased awareness of traditional tales and fairy stories and be able to retell them - Make simple inferences with support GD Independently make inferences - Listen to and discuss stories and non-fiction that are beyond their independent reading level		- Make simple predictions on the basis of what is said and done GD Independently make a plausible prediction about what might happen on the basis of what has been read so far - Listen to and discuss stories and non-fiction that are beyond their independent reading level		
	<u>Poetry:</u> Crackle! Spit! – Marie Thorn Tell It To The Dog – Joshua Siegal 	<u>Poetry:</u> Little Red Riding Hood and the Wolf - Roald Dahl A smile – Jez Alborough 	<u>Poetry:</u> People Need People- Benjamin Zephaniah 	- Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level - Recite 2-3 poems by heart with intonation	- Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level - Recite 2-3 poems by heart with intonation
Maths	<u>Number and Place Value</u> - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - Recognise the place value of each digit in a two-digit number (tens, ones) - Compare and order numbers from 0 up to 100	<u>Number - Addition and Subtraction</u> - Add and subtract a 2-digit number and ones using concrete objects, pictorial representations and mentally - Add and subtract a 2-digit number and tens using concrete objects, pictorial representations and mentally - Add and subtract two 2-digit numbers using	<u>Number – Multiplication and Division</u> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables - Recognise odd and even numbers - Calculate mathematical statements for multiplication and	<u>Statistics</u> - Interpret and construct simple pictograms, tally charts, block diagrams and tables - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	<u>Number – Fractions</u> - Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <u>Measurement</u> - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,

	- Read and write numbers to at least 100 in numerals and in words - Use place value and number facts to solve problems GD Use < > and = to compare and order numbers from 0 up to 100 GD Identify, represent and estimate numbers using different representations, including the number line <u>Number - Addition and Subtraction</u> - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	concrete objects, pictorial representations and mentally - Add three 1-digit numbers using concrete objects, pictorial representations and mentally - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot GD Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <u>Measurement</u> - Recognise and use symbols for pounds (£) and pence (p) - Combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money GD Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	division within the 2s, 5s and 10s and write them using the multiplication (×), division (÷) and equals (=) signs - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot GD Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- Ask and answer questions about totalling and comparing categorical data <u>Geometry – Properties of Shape</u> - Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line - Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces - Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) GD Compare and sort common 2D and 3D shapes and everyday objects		thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity - Know the number of minutes in an hour and the number of hours in a day - Read the time on a clock to the nearest 15 minutes GD Compare and order lengths, mass, volume/capacity and record the results using >, < and = GD Compare and sequence intervals of time
Science	<u>We are builders!</u> Context: The Third Little Pig has used up all the bricks! The Big Bad Wolf is on his way - and he's bringing a powerful wind!	<u>We are botanists!</u> Context: The Royal Horticultural Society needs your help! You are a botanist researching how seeds grow best.	<u>We are ecologists!</u> Context: You will become an ecologist and create a series of habitat fact files. <u>Living Things and their Habitats</u>	<u>We are farmers!</u> Context: You will become a naturalist and create a life cycle book to share with EYFS.	<u>Sustainability</u> Understand how our everyday choices have an impact on the wider world.	

	You are a builder. You will test different materials and decide which ones the pigs should use to rebuild their homes. <u>Uses of Everyday Materials</u> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<u>Plants</u> - Observe and describe how seeds and bulbs grow into mature plants - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these	- Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats - 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	<u>Animals Including Humans</u> - Understand that animals, including humans, have offspring which grow into adults - Describe the basic needs of animals, including humans, for survival (water, food and air)	- Know what a “food mile” is - 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 - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including microhabitats - Work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment] - Understand where food comes from GD Begin to consider different ways they can reduce their own food miles
<u>Working Scientifically</u> - Ask simple questions and recognise that they can be answered in different ways - Use simple equipment to observe closely - Perform simple tests - Identify and classify					

	• Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions • GD Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum • GD Use simple equipment to observe closely including changes over time • GD Perform simple comparative tests • GD Identify, group and classify • GD Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns • GD Gather and record data to help in answering questions including from secondary sources of information					
RE	<u>Sikhism unit 2: Sikh Life and Teaching</u> • Know how the lives of Sikhs show they follow rules in their lives • Know what worship means to Sikhs • Know that the Gurus and the Guru Granth Sahib teach Sikhs how to live • GD Recognise some features of religious life • GD Reflect on what values are important in my life	<u>Hinduism unit 1: Diwali</u> • Know some Hindu beliefs about God • Know that the story of Diwali is about how God wins over evil • Know some stories linked to religious festivals • GD Ask questions about things that puzzle me <u>Celebrations</u> • Know why celebrations are important to people of faith (Hannukah – Jews, Christmas – Christians) • Know some of the ways festivals are celebrated • GD Talk about how religious believers celebrate festivals and why	<u>Christianity unit 4: A Local Church</u> • Know what happens in a Christian place of worship • Know how a Christian place of worship helps Christians remember their beliefs about Jesus • GD Ask questions about what happens to others and how it makes them feel	<u>Christianity unit 3: Easter</u> • Know why Christians pray at Easter • Know what the symbols of Easter represent • Know how Christians try to follow Jesus’ example <u>Celebrations</u> • Begin to understand the importance of symbolism for believers • GD Reflect on my own experiences of celebrations • GD Compare some experiences that influence me with those that influence other people	<u>Hinduism unit 2: Worship</u> • Know the importance of families in Hinduism • Know how Hindus pray at home and in the temple • Know why honesty and truthfulness are important to Hindus • GD Give a reason why something is important to me • GD Give a reason why something is important to someone else	
PSHE	<u>Relationships</u> • Recognise that families can look different but all can provide love and care. • Understand why we respect others who are different or have different views. • Know when it is right to tell a trusted adult something that feels unsafe.	<u>Living in the Wider World</u> • Understand road safety basics.	<u>Relationships</u> • Know that kind friendships don’t exclude others and should make us feel happy. <u>Being My Best</u> • GD Respect others’ ideas and compromise where needed • GD Apply British Values to classroom and community behaviour		<u>Health and Wellbeing</u> • Identify and name body parts (including genitalia) and understand that bodies grow and change. • Learn that everyone feels worried or sad sometimes and this is normal.	
Computing	<u>PROGRAMMING</u>	<u>PROGRAMMING</u>	<u>LIFE SKILLS - PHOTOS</u>	<u>LIFE SKILLS – GOOGLE SLIDES</u>	<u>DIGITAL LITERACY</u> • Recognise the uses and features of IT	<u>DIGITAL LITERACY</u> • Understand the importance of

	- Use coding blocks to program a sequence of events - Use loops and repeats to create an effect - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use increasingly complex forms of block coding GD Design and create simple algorithms	- Use coding blocks to program a sequence of events - Use loops and repeats to create an effect - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use increasingly complex forms of block coding GD Design and create simple algorithms	- Use technology purposefully to create, organise and store photographs - Be able to insert images into documents and presentations GD Manipulate and retrieve digital images	Be able to insert images into documents and presentations	- Identify IT in and beyond school - Explain how IT can help use if we stay safe GD Recognise what choices can be made when using IT	- keeping personal information private - Use technology safely through strong passwords - Identify where to go for help and support when they have concerns about content or contact on the internet
PE	<u>INDOOR:</u> Team Building <u>OUTDOOR:</u> Forest School	<u>INDOOR:</u> Fitness <u>OUTDOOR:</u> Tennis (specialist)	<u>INDOOR:</u> Target games <u>OUTDOOR:</u> Sending & Receiving	<u>INDOOR:</u> Gymnastics (specialist) <u>OUTDOOR:</u> Striking & Fielding	<u>INDOOR:</u> Dance <u>OUTDOOR:</u> Football	<u>INDOOR:</u> Ball Skills <u>OUTDOOR:</u> Athletics
Music	On this island: British songs and sounds	<u>Christmas performance</u>	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Dynamics, timbre, tempo and motifs (Theme: Space)	<u>Computing: LIFE SKILLS - MUSIC</u> Be able to use a computer to create and refine musical patterns