






Year 2 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
Trips and community links	<ul style="list-style-type: none"> Tower of London 	<ul style="list-style-type: none"> Local area walk (Abbey Wood) 	<ul style="list-style-type: none"> Mudchute Farm Local conservationist or zoologist 		<ul style="list-style-type: none"> Pizza Express Local chef 	<ul style="list-style-type: none"> Roald Dahl workshop
Foundation Enquiry:	<p>THE GREAT FIRE</p>  <p>Scenario: It's 1666 and London has been ravaged by the worst fire it's ever seen.</p> <p>Outcome: You will become a town crier and share the news. (Use Horrible Histories as inspiration!)</p> <p>History: Historical Skills</p> <ul style="list-style-type: none"> 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 Show understanding of some of the ways 	<p>MAP MAKERS</p>  <p>Scenario: Sadiq Khan has asked us to re-design Abbey Wood.</p> <p>Outcome: You will create a map of a new and improved area of Abbey Wood.</p> <p>Geography: Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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. Use simple compass directions (North, South, East and West) and locational and 	<p>EXHIBITION OF ENDANGERMENT</p>  <p>Scenario: Wildlife Conservation Society needs our help! They want to raise awareness to help endangered species.</p> <p>Over-arching outcome: You must host an exhibition raising awareness for endangered species.</p> <p>Painting outcome: You must create a range of underwater plants using tints and shades.</p> <p>Art: Painting</p> <ul style="list-style-type: none"> 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 <p>Drawing outcome: You must create an underwater background through cyanotype development and range of media.</p> <p>Art: Drawing</p> <ul style="list-style-type: none"> Use drawing to develop and share their ideas, experiences and imagination Use different materials to draw, for example pastels, chalk, felt tips 	<p>MUFFIN MANIA!</p>  <p>Scenario: The muffins have revolted! They are fed up with being called unhealthy!</p> <p>Outcome: You must design and create a range of muffins using all of the food groups to share with KS1 at playtime.</p> <p>DT: Cooking and Nutrition</p> <ul style="list-style-type: none"> 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 techniques to prepare food safely 	<p>HOME OR AWAY?</p>  <p>Question: Hometown Showdown: Abbey Wood or a Kenyan Town – Which is the ultimate place to live?</p> <p>Outcome: Get ready to battle it out in a class debate and defend your opinion.</p> <p>Geography: Place Knowledge</p> <ul style="list-style-type: none"> 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. <p>Question: Wangari Maathai: How did she become a real-life Earth Hero?</p>	

	<p>in which we find out about the past</p> <ul style="list-style-type: none"> 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 <p><u>History: Golden Threads: Society & Legacy / Power</u></p> <ul style="list-style-type: none"> 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 	<p>directional language e.g. near and far; left and right, to describe the location of features on a map.</p> <ul style="list-style-type: none"> 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. <p><u>Geography: Place Knowledge</u></p> <ul style="list-style-type: none"> GD Understand that within a country there will be differences in how people live. <p><u>Geography: Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p>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 buildings using your DT skills.</p> <p>Outcome: You will create a</p>	<ul style="list-style-type: none"> GD Use key vocabulary to demonstrate knowledge and understanding in this strand: drawings, line, bold, size, space <p><u>Art: Work of Other Artists</u></p> <ul style="list-style-type: none"> 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 <p>Geography outcome: You must create a map that shows endangered animals or plants on either different continents or oceans. (Spring 1)</p> <p><u>Geography: Locational Knowledge</u></p> <ul style="list-style-type: none"> 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. <p><u>Geography: Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geography: Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. <p>Art outcome 2: You must design and create a sculpture to represent an endangered animal (with simple fact file). (Spring 2)</p> <p><u>Art: Sculpture</u></p> <ul style="list-style-type: none"> 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 GD Use a variety of shapes, including lines and texture <p><u>Art: Work of Other Artists</u></p> <ul style="list-style-type: none"> Describe the work of famous, notable artists and designers 	<p><u>Science: Animals Including Humans</u></p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Outcome: Grab your imaginary microphones - it's time to interview a real-life Earth Hero. In pairs, you'll become interviewers and step into her story - ask Wangari Maathai your questions and discover how she helped change the world!</p> <p><u>History: Historical Skills History: Golden</u></p> <ul style="list-style-type: none"> 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 <p><u>Threads: Society & Legacy / Power</u></p> <ul style="list-style-type: none"> 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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class set of six buildings that must be strong, stable and interesting to look at.

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 and drawing
- **GD** Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT: Make

- 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

DT: Evaluate

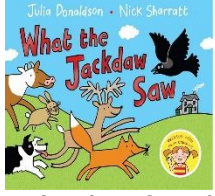
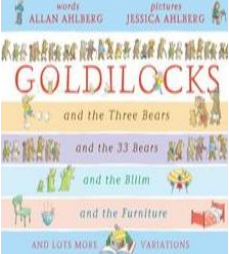
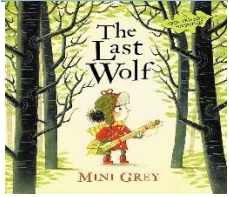


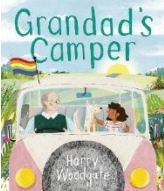
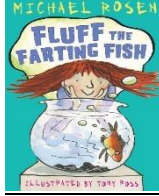
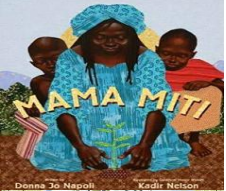
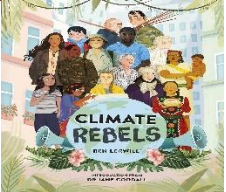
- Evaluate and assess existing products and those that they have made using design criteria



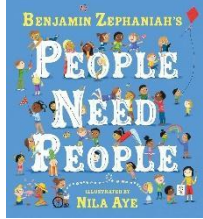
DT: Technical knowledge

- Investigate different techniques for stiffening a variety of materials and explore different

- 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

		<p>methods of enabling structures to remain stable</p> <ul style="list-style-type: none"> Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products 				
<p>English – writing</p> <p>Transcription</p> <ul style="list-style-type: none"> 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 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 	<p>Real life experiences</p>  <p>Writing outcomes: Handwriting focus Fire poetry Recount of burning houses</p> <p>Transcription</p> <ul style="list-style-type: none"> 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, <p>Composition</p> <ul style="list-style-type: none"> Write poetry Practise sentences aloud before writing Consider what will be written prior to writing, sentence by sentence Proofread work, with intonation, to check 	<p>Core text:</p>  <p>WHERE THE WILD THINGS ARE</p>  <p>Writing outcomes: Postcard to Peru Alternative solution</p> <p>Transcription</p> <ul style="list-style-type: none"> Spell some contracted words e.g. don't won't haven't Add suffixes -ly to spell most words correctly in their writing <p>Composition</p> <ul style="list-style-type: none"> Plan what to write by making notes prior to writing Proofread work, with intonation, to check for missing capital letters, full stops <p>Vocabulary, Grammar and Punctuation</p>	<p>Real life experiences</p>  <p>Writing outcomes: Diary entry about visit to Mudchute Farm Advert for Mudchute Farm</p> <p>Transcription</p> <ul style="list-style-type: none"> Spell some contracted words e.g. don't won't haven't <p>Composition</p> <ul style="list-style-type: none"> 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 indicate time correctly and consistently most of the time <p>Vocabulary, Grammar and Punctuation</p>	<p>Core text:</p>  <p>Writing outcomes: Setting description – focused on vocabulary for atmosphere Mythical character description – design own and describe</p> <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> 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) 	<p>Core text:</p>   <p>Writing outcomes: Design their own talented pet and write a character description Alternative resolution</p> <p>Transcription</p> <ul style="list-style-type: none"> Spell some contracted words e.g. don't won't haven't GD Spell many contracted words <p>Composition</p> <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Evaluate and make simple additions to 	<p>Core text:</p>   <p>Writing outcomes: Recipe including predicted outcome - George's Marvellous Medicine Formal letter from Sophie to the Queen explaining the dangers posed by the other giants and requesting her support</p> <p>Transcription</p> <ul style="list-style-type: none"> Spell some contracted words e.g. don't won't haven't <p>Composition</p> <ul style="list-style-type: none"> Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes

<p>needed to join letters</p> <ul style="list-style-type: none"> • 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 <p>Composition</p> <ul style="list-style-type: none"> • 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 <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • GD Use the punctuation taught at key stage 1 correctly 	<p>for missing capital letters, full stops</p> <ul style="list-style-type: none"> • 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 <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify • Use co-ordination (e.g. and / but) • Use past tense mostly correctly and consistently 	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks/ exclamation marks correctly when required 	<ul style="list-style-type: none"> • 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 		<p>writing with their teacher</p> <ul style="list-style-type: none"> • Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • GD Evaluate and make simple additions to writing with their peers • GD Proof read work to check for errors in spelling, punctuation and grammar <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • 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
<p>English – whole class reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> • 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, - 	<p>Main texts:</p>   <p>Fire safety (non-fiction) Everything under the sun (non-fiction)</p>	<p>Main texts:</p>  	<p>Main texts:</p>  	<p>Main text:</p>  <p>Endangered animals (poster) Len Peters (newspaper article) https://www.cnc3.co.tt/oyal-recognition-for-turtle-conservationist/ Pablo Garcia Borboroglu (biography)</p>	<p>Main text:</p>  <p>Diaries (abridged versions):</p> <ul style="list-style-type: none"> • Samuel Pepys - September 2, 1666 • Beatrix Potter – August 27, 1893 • Anne Frank's Diary – June 12, 1942 • Queen Victoria's Diary – June 28, 1838 	<p>Main text:</p>   <p>Kenya (article) David Attenborough (newspaper) Wangari Maathai (memoir)</p>

<p>ness, -less, -ful, -ment</p> <ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences 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 Build up fluency and confidence in word reading by re-reading phonically decodable books GD Read all Y2 common exception words (see NC appendix) <p>Comprehension</p> <ul style="list-style-type: none"> Self-correct inaccurate reading Develop pleasure in reading, motivation to read, vocabulary and understanding 			Emperor penguins (fact file)	The Black Mambas (biography)		Dr. Jane Goodall (biography) Gretha Tunberg (speech) Chico Mendes (memoir)
	<p>Comprehension</p> <ul style="list-style-type: none"> 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' Listen to and discuss stories and non-fiction that are beyond their independent reading level 	<p>Comprehension</p> <ul style="list-style-type: none"> 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 	<p>Comprehension</p> <ul style="list-style-type: none"> Develop increased awareness of traditional tales and fairy stories and be able to retell them 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 	<p>Comprehension</p> <ul style="list-style-type: none"> 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 	<p>Comprehension</p> <ul style="list-style-type: none"> Discuss and seek clarification for new words and link them to known vocabulary Identify and discuss their favourite words and phrases 	<p>Comprehension</p> <ul style="list-style-type: none"> 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
	<p>Poetry: Crackle! Spit! – Marie Thorn Tell It To The Dog – Joshua Siegal</p>  <ul style="list-style-type: none"> 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 	<p>Poetry: Little Red Riding Hood and the Wolf - Roald Dahl A smile – Jez Alborough</p>  <ul style="list-style-type: none"> 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 	<p>Poetry: People Need People- Benjamin Zephaniah</p>  <ul style="list-style-type: none"> 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	<p>Number and Place Value</p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in 	<p>Number - Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract a 2-digit number and ones 	<p>Number – Multiplication and Division</p>	<p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally 	<p>Number – Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions 1/3 , 1/4 , 	<p>Measurement</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and

	<p>tens from any number, forward and backward</p> <ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones) Compare and order numbers from 0 up to 100 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 <p><u>Number - Addition and Subtraction</u></p> <ul style="list-style-type: none"> 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 	<p>using concrete objects, pictorial representations and mentally</p> <ul style="list-style-type: none"> Add and subtract a 2-digit number and tens using concrete objects, pictorial representations and mentally Add and subtract two 2-digit numbers using 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 <p><u>Measurement</u></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 division within the 2s, 5s and 10s and write them using the multiplication (\times), division (\div) 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 	<p>charts, block diagrams and tables</p> <ul style="list-style-type: none"> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data <p><u>Geometry – Properties of Shape</u></p> <ul style="list-style-type: none"> 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 	<p>$\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <ul style="list-style-type: none"> Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> 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
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	derive and use related facts up to 100					
Science	<p><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! You are a builder. You will test different materials and decide which ones the pigs should use to rebuild their homes.</p> <p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> 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 	<p><u>We are botanists!</u> Context: The Royal Horticultural Society needs your help! You are a botanist researching how seeds grow best.</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> 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 	<p><u>We are ecologists!</u> Context: You will become an ecologist and create a series of habitat fact files.</p> <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> 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 	<p><u>We are farmers!</u> You have been employed by Mudchute Farm as one of the farmers. They have tasked you with explaining animal life cycles to their youngest visitors.</p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> 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) 	<u>Consolidation</u>	
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> 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 						

<p>RE</p>	<p><u>Sikhism unit 2: Sikh Life and Teaching</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Hinduism unit 1: Diwali</u></p> <ul style="list-style-type: none"> • Know some Hindu beliefs about God • Know that the story of Diwali is about how God wins over evil • GD Ask questions about things that puzzle me <p><u>Celebrations</u></p> <ul style="list-style-type: none"> • Know why celebrations are important to people of faith (Hannukah – Jews, Christmas – Christians) • Know some stories linked to religious festivals • Know some of the ways festivals are celebrated • Begin to understand the importance of symbolism for believers • GD Talk about how religious believers celebrate festivals and why • GD Reflect on my own experiences of celebrations • GD Compare some experiences that influence me with those that influence other people 	<p><u>Christianity unit 4: A Local Church</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Christianity unit 3: Easter</u></p> <ul style="list-style-type: none"> • Know why Christians pray at Easter • Know what the symbols of Easter represent • Know how Christians try to follow Jesus' example 	<p><u>Hinduism unit 2: Worship</u></p> <ul style="list-style-type: none"> • 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
<p>PSHE</p> <p><u>Being My Best</u></p> <ul style="list-style-type: none"> • GD Respect others' ideas and compromise where needed • GD Apply British Values to classroom and community behaviour 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> • Understand road safety basics. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Know that kind friendships don't exclude others and should make us feel happy. • Know when it is right to tell a trusted adult something that feels unsafe. 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> 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 	<u>PROGRAMMING</u> <ul style="list-style-type: none"> 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 	<u>LIFE SKILLS - PHOTOS</u> <ul style="list-style-type: none"> Use technology purposefully to create, organise and store photographs Be able to insert images into documents and presentations GD Manipulate and retrieve digital images 	<u>LIFE SKILLS – GOOGLE SLIDES</u> <ul style="list-style-type: none"> Be able to insert images into documents and presentations 	<u>DIGITAL LITERACY</u> <ul style="list-style-type: none"> Recognise the uses and features of IT 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 	<u>DIGITAL LITERACY</u> <ul style="list-style-type: none"> Understand the importance of 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	INDOOR: Multi-skills OUTDOOR: Forest School	INDOOR: Health-Related Exercise OUTDOOR: Tennis	INDOOR: Catching OUTDOOR: Throwing	INDOOR: Dance OUTDOOR: Striking and Fielding	INDOOR: Gymnastics OUTDOOR: Football	INDOOR: Invictus OUTDOOR: 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> <ul style="list-style-type: none"> Be able to use a computer to create and refine musical patterns