





**Year 2 Oak Class Curriculum Plan 2024-25**

**Curriculum Intent:**

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: **Cultural Diversity, Curiosity, Community, and Character**. These opportunities intend to take children beyond their everyday experiences and inspire them to excel.

**‘It’s ultimately the purpose of education to cultivate the love of learning for its own sake’ Michael Sandel**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>School Values</b>	School Vision	Care	Aspire	Respect	Excel	Reflect
<b>Learning Powers</b>		Resilience	Co-operative	Reflective	Curiosity	
<b>British Values</b>	Democracy	Rule of Law	Respect	Tolerance	Individual Liberty	
<b>Educational Visits</b>				SS Great Britain	Farm Visit	
<b>WOW Days</b>	Great Fire of London (Harry) Fire Service Visit		Fairy Tale Character Day		Habitat Creation Day	World Ocean Day
<b>Topic (Enquiry Question)</b>	<b>The Fire of London Town</b> Why do we remember the Great Fire of London? How has London changed?		<b>Fantastic Fairy Tales</b> Who was Isambard Kingdom Brunel and why is he famous? Why do we need maps?		<b>Amazing Animals, Awesome Oceans</b> What can we do to protect and celebrate our oceans? Why would you journey into the unknown?	
<b>Key Texts (Topic)</b>	Toby & The Great Fire of London	Hibernation Hotel	Jim and the Beanstalk	Alice in Wonderland By Lewis Carol	The Secret of Black Rock	Meerkat Mail
<b>Non-Fiction</b>	Why do we remember: The Great Fire of London? by Izzi Howell	A Walk in London by Salvatore Rubbino	Little Red and the The Very Hungry Lion	Ways Into History – Brunel The Great Engineer – Sally Hewitt	The Big Book of the Blue - Yuval Zommer	Old Enough to Save the Planet – Loll Kirby
<b>Poetry</b>	Poetry Performance On the Ning Nang Nong Classic Nonsense Rhyme	Poetry Twas the night before Christmas	Walk with a Wolf – Janni Howker  SLN Poetry Competition	Poetry Tongue Twisters Limericks	Poetry Really Looking at Birds – Tennyson Poetic Language	Dear Greenpeace - Simon James  Poetry Poems of Edward Lear Quatrain Poems Classic Poems

Purposeful Outcome	Poetry Performance	Christmas Performance	Sharing Fairy Tales with Reading Buddies	Library Display about Brunel	Present Amazing Animals	Persuasive Letters
<b>English</b>						
<b>Writing Genre &amp; Outcome</b>	<b>Narrative Type:</b> historical fiction <b>Plot Type:</b> journey <b>Setting:</b> past <b>Focus:</b> setting	<b>Narrative Type:</b> raises a dilemma <b>Plot Type:</b> wishing <b>Setting:</b> different place <b>Focus:</b> character	<b>Narrative Type:</b> fairy tale <b>Plot Type:</b> beating the monster <b>Setting:</b> imagined <b>Focus:</b> suspense	<b>Narrative Type:</b> adventure <b>Plot Type:</b> portal story <b>Setting:</b> different place/imagined <b>Focus:</b> setting	<b>Narrative Type:</b> raises a dilemma <b>Plot Type:</b> warning <b>Setting:</b> familiar <b>Focus:</b> action	<b>Narrative Type:</b> contemporary fiction <b>Plot Type:</b> journey <b>Setting:</b> different place <b>Focus:</b> opening/ending
	<b>Outcomes:</b> <b>Narrative – own version of historical journey story</b>  <b>Non-Fiction - Recount – diary entry</b>	<b>Outcomes:</b> <b>Narrative – own version of a wishing tale</b>  <b>Non-Fiction – Recount –A Day in London</b>	<b>Outcomes:</b> <b>Narrative - own version of a fairytale</b>  <b>Non-Fiction</b> Instructions – <i>How to trap a wolf</i>	<b>Outcomes:</b> <b>Narrative - own version of a portal story</b>  <b>Non-Fiction</b> Biography – <i>Brunel and the Clifton Suspension Bridge</i>	<b>Outcomes:</b> <b>Narrative – own version of a warning tale with action</b>  <b>Non-Fiction</b> Information Text – <i>Amazing Animals</i>	<b>Outcomes:</b> <b>Narrative – opening and ending of journey tale</b>  <b>Non-Fiction</b> Persuasive Letter – <i>Meerkat Mail</i>
<b>Vocabulary, Grammar and Punctuation</b>	Nouns Vowels and Consonants Demarcating Sentences Formation of nouns using suffixes (-ness -er by compounding) Punctuating Sentences Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation	Adjectives Compound Words Adjectives with the suffixes -er and -est Subordination (when, if, that, because) Statements and Exclamations Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation	Noun phrases Homophones Formation of adjectives using -ful and -less Questions and Commands Sentence writing Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation	Verbs, Singular and Plural Adverbs with -ly Commas in a list Changing adjectives into adverbs Revisit punctuation Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation	Adverbs Word classes Co-ordination Apostrophes for possession Using the present and past tense consistently Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation	Revising pronouns Forming nouns using -er Progressive tense Uplevelling Apostrophes for contractions Editing and Proof-reading Proof-read to check for errors in spelling, grammar and punctuation

<p><b>Spelling</b></p>	<p>The sound /n/ spelt 'kn' and 'gn' at the beginning of word The sound /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt '-dge' and '-ge' at the end of words The sound /j/ often spelt g before e, i and y The sound /j/ always spelt 'j' before a, o and u Common exception words</p>	<p>The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y (plurals of nouns) The prefixes dis- and mis- Common exception words</p>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -y to form adjectives Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll Common exception words</p>	<p>The sound /u/ spelt with 'o' The sound /ee/ spelt with -ey The /o/ sound spelt with 'a' after w and qu The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w The sound /zh/ spelt 's' Singular of present tense verbs ending in consonant -y Common exception words</p>	<p>The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion (and -sion) Contractions The possessive apostrophe Common exception words</p>	<p>Homophones and near homophones Conjunctions Months of year / time Question words SPAG terms Common exception words Learn strategies for spelling: Syllables Base words Analogy Mnemonics</p>
<p><b>Reading</b></p>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul> </li> </ul>					

- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					
<b>Phonics</b>  See Unlocking Letters and Sounds Scheme  Phase 6 focus (with Phase 3-5 review for those who need it)	'y' saying /igh/  'dge' and 'ge' saying /j/  Adding -es to words ending in 'y'  'gn' saying /n/  'kn' saying /n/  Adding -ed or -ing to words ending in 'y'  Decodable spellings  Common exception words (spelling)  Capital letters and Full stops, proper nouns (names), plural nouns, alphabetical order, verbs	'wr' saying /r/  'le' saying /l/  Adding -er and -est to words ending in 'y'  'el' saying /l/  'al' and 'il' saying /l/  Adding -ed and -er to words ending in 'e'  Decodable spellings  Common exception words (spelling)  Adverbs, common nouns revision, adjectives and expanded noun phrases, commas in lists, proper nouns	'eer' saying /ear/  Ture saying /cher/  Adding -est and -y to words ending in 'e'  'mb' saying /m/  'a' and 'al' saying /or/  Adding -ing and -ed to CVC, CCVC words  Decodable spellings  Common exception words (spelling)  Regular present tense, question marks and commands, exclamations and statements, using a dictionary,	'o' saying /u/  'ey' saying /ee/  Adding -er, -est and -y to CVC and CVCC words  Contractions  'war' saying /wor/ 'wor' saying /wur/  Adding -ment and -ness  Decodable spellings  Common exception words (spelling)  Exciting words, exclamation marks, improving sentences with nouns and adjectives,	/s/ saying /zh/  'wa' saying /wo/, 'qua' saying /quo/  tion saying /shun/  adding -ful, -less and -ly  Homophones and near homophones  Adding -dis  Decodable spellings  Common exception words (spelling)  Exciting words using a thesaurus, possessive apostrophes, improving sentences, inverted commas/speech	Phase 6 revision  Learn strategies for spelling: Syllables Base words Analogy Mnemonics  Decodable spellings  Common exception words (spelling) and further common exception words

		(place names), regular past tense	coordinating conjunctions irregular past tense	contractions, subordinating conjunctions, improving sentences with verbs and adverbs	marks, commas in speech, using a dictionary	
<b>Maths</b>	<p><u>Number: Place Value</u> Numbers to 20, count objects to 100 by making 10s, recognize tens and ones, use a place value chart, partition numbers to 100, write numbers to 100, flexibly partition numbers to 100, write numbers to 100 in expanded form, 10s on the numberline, 10s &amp; 1s on the numberline, estimate numbers, compare objects, compare numbers, order objects and numbers, count in 2s, 5s, 10s, count in 3s</p> <p><u>Number: Addition and Subtraction</u> Bonds to 10, fact families, related facts, bonds to 100, add 1, add by making 10, add 3 numbers, add to next 10, add across 10, subtract across</p>	<p><u>Number: Addition and Subtraction</u> add 2 digit numbers, subtract 2 digit numbers, mixed addition and subtraction, compare number sentences, missing number problems</p> <p><u>Shape</u> Recognise 2D &amp; 3D shapes, count sides, count vertices, draw 2D shapes, symmetry on 2D shapes, complete shapes using symmetry, counts faces, count edges, count vertices, sort 3D shapes, make patterns with shapes</p>	<p><u>Measurement: Money</u> Count money, pence and pounds, choose notes and coins, make the same amount, compare amounts, calculate, make a pound, find change, problems</p> <p><u>Number: Multiplication and Division</u> Equal groups, multiplication symbol, arrays, grouping, sharing, 2 times table, divide by 2, doubling and halving, odd &amp; even, 10 times table, divide by 10, 5 times table, divide by 5, 5 and 10 times table.</p>	<p><u>Measurement: Length and Height</u> Measure in cm, m, compare lengths and heights, order lengths and heights, four operations with length and height</p> <p><u>Measurement: Mass, Capacity and Temperature</u> Compare mass, measure in g, kg, four operations with mass, compare volume and capacity, measure in mm, litres, four operations, temperature</p>	<p><u>Number: Fractions</u> Parts and whole, equal, unequal parts, recognise and find half, quarter, third, whole, unit fractions, non-unit fractions, three quarters, count in fractions</p> <p><u>Measurement: Time</u> o'clock, half past, quarter past and to, past the hour, to the hour, 5 min intervals, minutes in hour, hours in day</p>	<p><u>Statistics</u> Make tally charts, tables, block diagrams, pictograms – draw and interpret</p> <p><u>Geometry: Position and Direction</u> Language of position, describe movement, turns, shape patterns with turns</p>

	10, subtract from a 10, subtract across 10, 10 more, 10 less, add and subtract 10s,					
<b>Science</b>	<u>Uses of Everyday Materials</u> Identify different materials and their uses Understand how to select the right materials to build a bridge Explore and test the stretchiness of materials Understand that materials can change their shape by squashing, stretching bending or twisting Learn more about Charlies Macintosh and explore how materials are suitable for different purposes	<u>Animals, including Humans - Growth</u> Describe the needs of animals for survival Describe the needs of humans for survival Explore the importance of eating the right food Describe what a healthy, balanced diet looks like Investigate the impact of exercise on our bodies Investigate the importance of hygiene	<u>Animals, including Humans – Life Cycles</u> Learn how to order the stages of the human life cycle Describe the stages of life from adulthood to old age Learn how to match offspring to their parent Explore the life cycle of a chicken Describe the life cycle of a butterfly Explore the life cycle of a frog	<u>Plants</u> Know the difference between seeds and bulbs Design an experiment to find out what plants need to grow Describe what plants need to grow and stay healthy Describe the life cycle of a plant Observe and record the growth of plants over time Understand that plants adapt to suit their environment	<u>Living Things and their Habitats</u> Compare the difference between things that are dead, things that are alive and things that have never been alive Identify and name a variety of plants and animals in a microhabitat Describe life in the ocean Design a suitable microhabitat where things could survive Find out what animals eat to survive in their habitats Understand food chains	<u>Habitats Around the World</u> Learn about habitats Appreciate that habitats are constantly changing Explore the rainforest and its problems Discover the Arctic and Antarctic habitat Create a model of a habitat
	<b>Outcome:</b> Create a bridge (London Bridge)	<b>Outcome:</b> Create a healthy eating plan	<b>Outcome:</b> Life Cycle Posters	<b>Outcome:</b> Grow plants for our allotment	<b>Outcome:</b> Create a model of a habitat	<b>Outcome:</b> Design a microhabitat where animals can survive Create a bug hotel

<p><b>Computing</b></p>	<p>TIOL 1 - Technology in My Life 2 sessions</p> <ul style="list-style-type: none"> <li>· Think about technology</li> <li>· Present the technology as a day timeline</li> <li>· Talk about the benefits of using technology</li> <li>· Look at a map of a town and talk about the different technologies that are used</li> </ul> <p>Programming 4 – Making My Moves with Scratch Jr 4 sessions</p> <ul style="list-style-type: none"> <li>· Use blue programming blocks to make cat move</li> <li>· Use trigger blocks to start a sequence</li> <li>· Investigate speed block and create a race</li> <li>· Add hide, show and tell blocks</li> <li>· Create a wizard scene</li> </ul>	<p>Multimedia 1 - Present My Information 4+1 sessions</p> <ul style="list-style-type: none"> <li>· Explore ways in which we can present information</li> <li>· Present information we have researched</li> <li>· Develop key board skills</li> <li>· Share the information with others using a class blog, school website, etc</li> </ul>	<p>TIOL 2 Do I Trust My Internet Search? 2/3 sessions</p> <ul style="list-style-type: none"> <li>· Think about ‘What is the internet?’</li> <li>· Look at the validity of Tomato Spider website</li> <li>· Consider where the information on school website comes from</li> <li>· Make own creature and information on a ‘website’</li> </ul> <p>Multimedia 3 – CHOICE Year 2 My News Report 2/3 sessions</p> <ul style="list-style-type: none"> <li>· Plan and present a news report about a the Wolf</li> <li>· Talk about how they save and retrieve the video</li> <li>· Provide feedback such as ‘two stars and a wish’ as they watch each other’s videos</li> </ul>	<p>Programming 3 – Drawing My Shapes 3 sessions</p> <ul style="list-style-type: none"> <li>· Draw shapes with floor robot</li> <li>· Write instructions for a friend to follow</li> <li>· Use web link to draw shapes</li> <li>· Create shapes with logo software</li> </ul> <p>Programming 2 – Explore My Topic with a floor robot 3 sessions</p> <ul style="list-style-type: none"> <li>· Use floor robot to collect information about fairy tales</li> <li>· Complete treasure hunt</li> <li>· Draw a letter</li> <li>· Draw a flight of stairs</li> </ul>	<p>Handling Data 1 – Sorting My Birds 5 sessions</p> <ul style="list-style-type: none"> <li>· Investigate and sort bird pictures</li> <li>· Talk about types of data and how it can be collected</li> <li>· Make a decision tree</li> <li>· Generate questions</li> <li>· Collect, record &amp; present data</li> <li>· Compare different ways to sort information</li> </ul>	<p>Handling Data – Pictograms</p> <p>Record data in a tally chart, represent a tally count as a total, can compare totals in a tally chart</p> <p>enter data into a computer, view data, use pictograms to answer simple questions</p> <p>organise data in a tally chart, use a tally chart to create a pictogram</p> <p>create a pictogram to arrange objects by attribute, answer most/least, more than/less than questions</p> <p>collect data we need to create a pictogram and draw conclusions from it</p> <p>use a computer program to present information, share what I have found out</p>
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	<b>Outcome:</b> Racing game	<b>Outcome:</b> Presentation about healthy lifestyle – Science Link	<b>Outcome:</b> Report about The Wolf – English Link	<b>Outcome:</b> Collect information about fairy tales – Topic Link	<b>Outcome:</b> Collect data and sort birds – Science Link	<b>Outcome:</b> Collect data and sort animals – Science Link
<b>Online Safety</b>	I am Kind and Responsible  Active Bytes e-Safety lesson Autumn A	I am Kind and Responsible  Active Bytes e-Safety lesson Autumn B	I am Safe and Secure  Active Bytes e-Safety lesson Spring A	I am Safe and Secure  Active Bytes e-Safety lesson Spring B	I am Healthy  Active Bytes e-Safety lesson Summer A	I am Healthy  Active Bytes e-Safety lesson Summer B
<b>History</b>	<b><u>Why did London burn?</u></b> <b>Cause and Consequence:</b> Understand that cause makes something happen and consequence happens as a result <b>Chronological Understanding:</b> Develop an awareness of the past. Sequence events that are close in time. <b>Similarities and Differences:</b> Identify differences and similarities between ways of life in different periods. <b>Historical Significance:</b> Know and understand key features of an event beyond living			<b><u>Why is Brunel so important?</u></b> <b>Chronological Understanding:</b> Develop an awareness of the past. Sequence events that are close in time. <b>Significant Individuals:</b> Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievement in their own locality. <b>Brunel and the SS Great Britain (and other local engineering, Clifton Suspension Bridge, Strawberry Line Tunnel)</b>		<b><u>Intrepid Explorers</u></b> <b>Chronological Understanding.</b> Understand aspects of change in national life, understand events beyond living memory that are significant nationally or globally <b>Significant individuals:</b> The lives of significant people in the past who have contributed to national and international achievements and compare aspects of life in different periods <b>Significant historical events:</b> Awareness of people and places in their own locality. <b>Similarities and Differences:</b>

	<p>memory that are nationally significant.</p> <p><b>Historical Investigations:</b> Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Historical Interpretations:</b> Understand key features of events, choosing and using parts of stories and asking and answering questions.</p>			<p><b>Chronological Understanding:</b> Develop an awareness of the past. Sequence events that are close in time.</p>		Identify differences and similarities between ways of life in different periods.
	<p><b>Outcome:</b> Class display</p>	<p><b>Outcome:</b></p>	<p><b>Outcome:</b></p>	<p><b>Outcome:</b> Brunel Fact File</p>	<p><b>Outcome:</b></p>	<p><b>Outcome:</b> Intrepid Explorers display</p>
<p><b>Geography</b></p>		<p><b><u>How has London Changed?</u></b> <b>Locational Knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to</p>	<p><b><u>Why do we need maps?</u></b> <b>Geography Skills and Fieldwork:</b> Devise simple maps; and use and construct basic symbols in a key, in the context of the school. Use simple compass directions (North, South, East and West) and locational and directional language to describe</p>		<p><b><u>Where can a meerkat live?</u></b> <b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans. 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</p>	

		<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geography Skills and Fieldwork:</b> 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 map</p>	<p>the location of features and routes on a map in the context of the school environment. 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. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p><b>Human and Physical Geography:</b> Use basic geographical vocabulary to refer to key human and physical features – mountain, hill, forest, soil, valley, vegetation, city, town, village, factory</p>		<p>North and South Poles.</p> <p><b>Human and Physical Geography:</b> 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.</p> <p><b>Geography Skills and Fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>	
	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>	<b>Outcome:</b>

	A Day in London – English Link	Create a map of the school grounds	Design a habitat – science link
<b>DT</b>	<p><i>Wheels and axels:</i></p> <p>Children should be given existing examples to inspire them and be encouraged to work out how they function.</p> <p>They should have the opportunity to design their own moving toy on a user and purpose incorporating one of the mechanisms.</p> <p>They should have a chance to try out mechanisms as a focused practical task – the slides are ideal for this.</p> <p>They should have the opportunity to make and finish their project making changes to their design as they need.</p> <p>Finally an evaluation should take place which could include feedback from the user and peers.</p>	<p><i>Be an architect:</i></p> <p>Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making</p> <p>Pupils will explore architects and some of the ways they work, then go on to create their own architectural model.</p> <p>Themes: Habitat, Community, Culture, Purpose Medium: Construction Materials Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios</p>	<p><i>Sliders and levers:</i></p> <p>Children should be given existing examples to inspire them and be encouraged to work out how they function.</p> <p>They should have the opportunity to design their own moving picture based on a user and purpose incorporating one of the mechanisms.</p> <p>They should have a chance to try out mechanisms as a focused practical task – the slides are ideal for this.</p> <p>They should have the opportunity to make and finish their project making changes to design as they need.</p> <p>Finally an evaluation should take place which could include feedback from the user and peers.</p>
	<p>v</p> <p><b>Outcome:</b> a pull along or push along fire engine designed for a particular user/group of users</p>	<p><b>Outcome:</b> make pieces of architecture relevant to our local community</p>	<p><b>Outcome:</b> a moving animal in a habitat</p>
<b>Art &amp; Design</b>	<p><i>Explore and draw</i></p> <p>Disciplines: Drawing, Sketchbooks, Collage</p>	<p><i>Be an architect</i></p>	<p><i>Expressive painting:</i></p> <p>Disciplines: Painting, Sketchbooks</p>

	<p>Medium: Graphite, Handwriting Pen, Watercolour / Brusho, Wax Resist</p> <p>Artists: Rosie James, Alice Fox</p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>				<p>Medium: Acrylic Paint, Paper</p> <p>Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne</p> <p>Children explore primary colours and secondary colours through expressive mark making, connecting colour, mark making and texture (of paint) through abstract work. Pupils then explore the brush work of two old masters when we focus in on details of paintings to understand how they built the work.</p>	
	<b>Outcome:</b> Project- Autumn floor drawings		<b>Outcome:</b>		<b>Outcome:</b> making expressive and gestural paintings with acrylic paint.	
<b>Music</b>	Charanga Scheme Hands, Feet, Heart Games, singing, playing, improvising and composing	Charanga Scheme Ho Ho Ho Games, singing, playing, improvising and composing  KS1 Nativity	Charanga Scheme I Wanna Play in a Band Games, singing, playing, improvising and composing	Charanga Scheme Friendship Song Games, singing, playing, improvising and composing	Charanga Scheme Zootime Games, singing, playing, improvising and composing	Charanga Scheme Reflect, Rewind and Replay Games, singing, playing, improvising and composing
<b>RE</b>	<u>What Did Jesus Teach Us?</u> The life of Jesus, the parable of the lost son, the parable of the good Samaritan, the sermon on the	<u>Christmas Celebrations</u> what and how we celebrate, recount the Christmas story, explore how Christians celebrate	<u>What do Hindus Celebrate?</u> Find out what Hindus believe, special occasions in a Hindu childhood, what happens at a Hindu wedding, Divali,	<u>Animal Stories</u> Jonah and the Whale and what it teaches Christians, Buddhist beliefs about animals through Siddhartha and the Swan, Islamic story The Prophet and	<u>Leaders and Teachers</u> Leaders in school and what they do, importance of leaders and challenges they face, religious leaders and their special books, global religious	<u>Christian Rites of Passage</u> Understand what a rite of passage is, Baptism, Holy Communion, marriage ceremony, explore

	mount, what can we learn from Jesus?	Christmas, Christmas around the world	Raksha, Ganesh Chaturthis	the Ants, Jewish story of Noah's Ark, Sikh story of The Donkey and the Tiger Skin	leaders, local religious leaders.	Christian funeral ceremony.
	<b>Outcome:</b>		<b>Outcome:</b>		<b>Outcome</b>	
<b>PSHE Jigsaw</b>	<u>Being Me in My World</u> Hopes and Fears, Rights and Responsibilities, Rewards and Consequences, Learning Charter	<u>Celebrating Difference</u> Boys and Girls, Bullying, Standing up for Myself, Gender Diversity, Friends	<u>Dreams and Goals</u> Goals to Success, My Learning Strengths, Learning with Others, Group Challenges	<u>Healthy Me</u> Being Healthy, Being Relaxed, Medicine Safety, Healthy Eating, Healthy Recipes	<u>Relationships</u> Families, Keeping Safe, Friends and Conflict, Secrets, Trust and Appreciation, Special Relationships	<u>Changing Me</u> Life Cycles, Growing from Young to Old, Changing Me, Boys' and Girls' Bodies, Assertiveness, Looking Ahead
<b>PE</b>	<b>Specialist Sports Coaches</b> <b>Multi-skills</b> <u>Fundamentals</u> 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	<b>Specialist Sports Coaches</b> <b>Netball &amp; Basketball</b> <u>Sending and Receiving</u> _Develop balance and co-ordination by controlling changes of direction, throwing and catching Master basic movements and apply these in a range of activities.	<b>Specialist Sports Coaches</b> <b>Football &amp; Rugby</b> <u>Target Games.</u> Participate in team games, developing simple tactics for attacking and defending, in the context of using space effectively.	<b>Specialist Sports Coaches</b> <b>Gymnastics &amp; Tennis</b> <u>Invasion Games</u> Participate in team games, developing simple tactics for attacking and defending.	<b>Specialist Sports Coaches</b> <b>Cricket &amp; Rounders</b> <u>Dance</u> Develop balance and co-ordination. To perform dances using simple movement patterns	<b>Specialist Sports Coaches</b> <b>Athletics</b> <u>Net and Wall</u> Master basic movements including running, jumping, throwing and catching .