



Castor CE Primary School Curriculum Framework – Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Real life Superheroes	Explorers	Fire Fire	Wriggle and Crawl with Ready, Steady, Grow.	All at Sea	Dinosaur Detectives and Stone Age
English	<p>Taught Literacy Skills: Instructions: Using and writing instructions. Narrative: Character study: building sentences. Retell story changing parts. Letter Writing: Apology letter to character in book. Florence Nightingale persuasive letter writing. (within topic lessons) Poetry – reading and performing apples, harvest and pumpkin poems</p> <p>Assessed writing: AfL recount of holiday; Character description; Retelling of story. Instructions for making a smoothie, Instructions - George's marvellous medicine – recipes for making our own marvellous medicines.</p> <p>Class stories: George's Marvellous Medicine - Roald Dahl Pumpkin Soup – Helen Cooper</p>	<p>Taught Literacy Skills: Traditional Tales: There's No Dragon in this Story: Making predictions; Making links between story themes; writing parts of the story. Narrative – Grandad's Island – developing sentences Non-fiction – travel brochures to promote our own island destinations. Poetry - winter poetry – read poems and write acrostic poems</p> <p>Assessed writing: Narrative- Writing part of a story using descriptive language Narrative- describing settings Persuasive writing to promote own island home Class Stories: Meerkat Mall – Emily Gravett Who's Afraid of the Big Bad Book? – Lauren Child Dr Zargle's Book of Eartlets – Tony Ross</p> <p>Speaking and Listening - Role play of traditional story characters - Discussion about which</p>	<p>Taught Literacy Skills: Narrative: Read SP diary – writing own Historical diary account from POV of GFOL witness Non-fiction: Questions to be researched Differences between streets then and now Letter Writing: Thank you letter to Spalding Fire Station following visit.</p> <p>Assessed writing: Non-fiction: comparing then and now in London Narrative: Eye-witness account of GFOL: Diary kept over 4 days of the fire. Letter: Thank you letter to fire station.</p> <p>Class Stories: Toby and the Great Fire Traction Man is Here – Mini Grey Not Now Bernard – David</p>	<p>Taught Literacy Skills: Narrative: Dick- King Smith Character description of Max, The Hodgeheg Setting description – description of park Planning out a story (hodgeheg) Planning alternative story with known character using drama and storyboarding. Non-fiction: -Report writing – linked to nocturnal animals. Nocturnal animal fact finding Poetry- Minibeast descriptive vocab and poetry Minibeast riddles</p> <p>Assessed writing: Non-fiction: Nocturnal animal report Narrative: Max (Hodgeheg) – writing a story sequel</p> <p>Class Stories: The Hodgeheg - Dick</p>	<p>Taught Literacy Skills: Narrative: Seaside adventure stories – reading and planning own Historical diary – Victorian seaside holiday postcard Non-fiction: History of seaside holidays Safety at sea information - RNLI safety at sea. Poetry: Seaside poetry – reading and performing Seaside riddles – planning and writing</p> <p>Assessed writing: Poetry - Seaside riddle Narrative – Writing about own seaside experiences; Narrative: Writing an historical postcard Narrative - seaside adventure story Non-fiction - Comparing seaside holidays then and now Class Stories: Frog and Toad Together – Arnold Lobel The</p>	<p>Taught Literacy Skills: Narrative: Zog character description New Zog adventure story Non-fiction Dinosaur report Vehicle making instructions Letter to Julia Donaldson Poetry: Range of dinosaur poetry types – reading, writing and performing.</p> <p>Assessed writing: Instructions – vehicle making instructions Non-fiction – dinosaur report Poetry – dinosaur poem Narrative – new Zog adventure story Class Stories: Julia Donaldson books Willa and Old Miss Annie – Berlie Doherty Gorilla – Anthony Browne</p>

		<p>Amazing Grace – Mary Hoffman</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Discussion/debate on what is healthy? - Georges marvellous medicine- debating whether George was in the wrong to give Grandma the medicine. - Role play of FN in Scutari (within topic lessons) - Show and Tell 	<p>island would be the best to live on justifying reasons, backing up opinions. - Shared planning of own Island Homes</p>	<p>McKee Tuesday – David Wiesner</p> <p>Speaking and Listening –</p> <ul style="list-style-type: none"> - Debating and justifying which factor was the biggest cause of GFOL - - narrative writing to express feelings of Thomas Farrinor - GFOL performance 	<p>King-Smith The Owl Who Was Afraid of the Dark – Jill Tomlinson Emily Brown and the Thing – Cressida Cowell</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - reading non-fiction information to maintain attention, staying on topic and responding to comments about their chosen animal. Hot-seating/ drama Max from The Hodgeheg 	<p>Flower – John Light</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - debating choices for holiday destinations seaside's in the UK - giving opinions on things to do at the seaside and discussions about how seaside holidays have changed over the years. 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - Historical understanding of when the dinosaurs were alive. - debating how they died. - reading information and recording themselves to improve performing skills
Maths		<p>Place Value</p> <p>Compare and order numbers from 0 up to 100</p> <p>Use < and > signs</p>	<p>Multiplication and division</p> <p>Calculate mathematical statements for multiplication and division</p>	<p>Estimating and ordering</p> <p>Count in steps of 2,3,5 and 0 and in</p>	<p>Multiplication and division</p> <p>Recall and use multiplication and</p>	<p>Problem solving</p> <p>Calculate mathematical statements for</p>	<p>Problem solving</p> <p>Calculate mathematical statements for</p>

	<p>Read and write numbers up to at least 100 in numerals and words Use place value and number facts to solve problems Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number</p> <p>Addition and subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Shape Compare and sort common 2D and 3D shapes and everyday objects Identify and describe the properties of 2D shapes, including the number of</p>	<p>within the multiplications table and write them using the multiplication, division and equals signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts Count in steps of 2,3,5 from 0 and in 10s from any number forward and backward Show that multiplication of two numbers can be done in any order and division of 1 number by another cannot</p> <p>Fractions Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarters turns (clockwise and anti-clockwise) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental</p>	<p>tens from any number, forward and backward. Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100, use < and > signs. Read and write numbers to at least 100 in numerals and words. Solve problems with addition and subtraction: -Using concrete objects and pictorial representations, and mentally including: - a two digit number and ones -two 2 digit numbers -Adding three one digit numbers. Recognise and use symbols for pounds and pence, combine amounts to make a particular value.</p> <p>Shape Identify and describe the properties of 3Dshape. Compare and sort common 2D and 3D</p>	<p>division facts for the 2,5 and 10 times tables including recognising odd and even numbers Calculate mathematical statements for multiplication and division with the multiplication tables and write them using the x, ÷ and = signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Choose and use appropriate standard units to estimate and measure mass to the nearest appropriate unit, using scales. Compare and order mass and record the results using <, > and =</p> <p>Addition and subtraction Solve problems with addition and subtraction: -Using concrete objects and pictorial</p>	<p>multiplication and division within the multiplications table and write them using the multiplication, division and equals signs Show that multiplication of two numbers can be done in any order and division of 1 number by another cannot Count in steps of 2,3,5 and 0 and in tens from any number, forward and backward. Recall and use multiplication and division facts for the 2,5 and 10 times tables including recognising odd and even numbers 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</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction mass: temperature: capacity to the nearest appropriate unit, using rulers, scales,</p>	<p>multiplication and division within the multiplications table and write them using the multiplication, division and equals signs Show that multiplication of two numbers can be done in any order and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Recall and use multiplication and division facts for the 2,5 and 10 times tables including recognising odd and even numbers</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction mass: temperature :capacity to the nearest appropriate unit,</p>
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	<p>sides, and line symmetry in a vertical line Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures: applying increasing knowledge of mental and written methods</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction: mass: temperature: capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and records the results using <, > and =</p>	<p>methods, and multiplication and division facts, including problems in contexts 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 And recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Time Know the number of minutes in an hour and the number of hours in a day Tell and write the time to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>shapes and everyday objects. Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers Calculate mathematical statements for multiplication and division with the multiplication tables and write them using the x, ÷ and = signs.</p>	<p>representations, and mentally including: - a two digit number and ones - two 2 digit numbers - Adding three one digit numbers. Show that addition can be done in any order (Commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Applying their increasing knowledge of mental and written methods Add and subtracts numbers using concrete objects, pictorial methods and mentally including:</p>	<p>thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and records the results using <, > and = Compare and order lengths, mass, volume/capacity and records the results using <, > and = Compare and order numbers from 0 up to 100 Use < and > signs Recognise the place value of each digit in a two-digit number Count in steps of 2, 3, 5 and 10 from any number, forward and backward. Use place value and number facts to solve problems Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a 2 digit number and ones - a 2 digit number and tens - 2 two-digit numbers - adding three 1 digit numbers</p>	<p>using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and records the results using <, > and = Compare and order lengths, mass, volume/capacity and records the results using <, > and = Add and subtract numbers using concrete objects, pictorial representations and mentally, including: - a two-digit number and ones - a two digit number and tens - 2 two-digit numbers - adding three 1 digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Problem solving Solve problems with addition and subtraction: - using concrete objects and pictorial</p>
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					<p>a two digit number and ones -two 2 digit numbers -Adding three one digit numbers.</p> <p>Money Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totally and comparing categorical data</p>	<p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Position and direction Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarters turns (clockwise and anti-clockwise)</p>	<p>representations, including those involving numbers, quantities and measures -Applying their increasing knowledge of mental and written methods Ask and answer questions about totalling and comparing categorical data Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Calculate mathematical statements for multiplication and division with the multiplication tables and write them using the \times, \div and $=$ signs. Count in steps of 2,3,5 and 0 and in tens from any number, forward and backward. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and</p>
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							<p>division facts, including problems in contexts Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Fractions 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 And recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>
Science		<p>Animals, including Humans: Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Living things and their habitats: Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans (linked to island homes – British and in nonEuropean part of the world). NB: adaptations to their climate and environment</p>	<p>Uses of everyday materials: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by</p>	<p>Plants: observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Animals, including Humans: notice that animals, including humans, have offspring which grow into adults 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</p>	<p>Living things and their habitats/ Animals: Linked to dinosaur topic (revisit): notice that animals, including humans, have offspring which grow into adults explore and compare the differences between things that are living, dead, and things that have never been alive identify that most</p>	

				<p>squashing, bending, twisting and stretching</p>	<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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. Main Teaching points: Describe how animals obtain food from plants and/or other animals. Raise and answer questions which help identify where plants and animals live, e.g. whereabouts do daisies grow in our school? Minibeasts? Where should we grow our tomato plants? What do they need to survive? Compare the types of animals and plants that can be found in different habitats, e.g. woodland, seaside, oceans.</p>	<p>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.</p>	
Art and Design		<p>Matisse artist study • Looking at artist styles and comparing (still life – fruit) • Sketching fruit • Develop skills in line, shape, form and space. • Colour mixing and colour palettes Produce a Matisse-style class piece using skills learned.</p>	<p>Landscapes, - perspective and painting • to use drawing and painting to develop and share ideas, experiences and imagination • Study landscape paintings from a range of artists: e.g. Monet; Gauguin, Constable, etc. describing differences between practices and make links to own work. • Artist study: Seurat pointillism painting • Colour mixing and palettes using warm or cool colours</p> <p>Christmas fabric art: Sewing and Tie Dye calendars • to use a range of materials creatively to design and make products</p>	<p>Samuel Pepys's portrait evaluation (historical portraits) Pastel Houses Silhouette pictures / paint tones Sketching / perspective Shading – 3D London Landmarks • to use a range of materials creatively to design and make products • to use drawing, painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Sketching skills: Sketching symmetrical animals (from half drawings):</p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Sculpture – sand sculpture Collage – seaside objects Artist Study (revisit): Study seascape paintings from a range of artists: e.g. Monet; Gauguin, Constable, etc. describing differences between practices and make links to own work. Painting – seascapes</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design 	<p>Art work linked to dinosaurs: • to use a range of materials and skills (drawing, sculpture clay and painting) to develop and share their ideas, experiences and imagination to create their model dinosaur and it's habitat</p>

						techniques in using colour, pattern, texture, line, shape, form and space	
Computing		<p>e-safety- Staying safe online: how long we spend on computers- needing a balance. Searching safely Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p>Programming-</p> <p>Multimedia- developing key skills for using technology in school including: Logging on/ off shutting down correctly opening, saving files/ programmes basic keyboard skills parts of a computer</p> <p>Technology in our lives- Internet research Florence Nightingale- past and present hospitals –</p>	<p>e-safety- Screen out the Mean: Cyber bullying and Relationships and communication (link to Getting on and falling out – Screen out the Mean unit). Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>Programming- Beebots / Beethbots App of turns and distance: -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs - use logical reasoning to predict the behaviour of simple programs</p> <p>Multimedia Key laptop skills and word-processing skills. Microsoft publisher- Island home posterpersuasive writing. Word: Create titles for our Island brochure pages.</p> <p>Technology in our lives- google maps and Google Earth. Links to Sat Nav use</p>	<p>ProgrammingMultimedia- green screen jr report on GFOL Technology in our livesHomework GFOL website game London landmark work. How a lack of technology meant people couldn't communicate effectively</p>	<p>e-safety- Sites I like: safer searches and key words when researches animals for guided reading Programming- scratch jr Multimedia- inserting a relevant picture from word to publisher and rearranging information to create a poster Technology in our lives- tracking animal's habitats. How probes are using, How we now know so much about animals from research and science and technology. Handling data- bar charts on nocturnal animals - maths link.</p>	<p>e-safety- Follow the digital trail: tracking devices, location accuracy. What strangers can find out due to social media? Meeting people and giving personal details. Programming Giving instruction son beebots to get from A to B on UK map: debugging Multimedia- Photo story Wells trip Technology in our lives- finding out about tide times etc, how technology is used for our safety at the seaside. High tide, severe weather etc</p>	<p>e-safety- Using key words; Multimedia- Lego movies: dinosaur movies use technology purposefully to create, organise, store, manipulate and retrieve digital content Handling data- Sorting / tree diagrams</p>

Design and Technology (including cooking)	<p>Vegetable soup Use the basic principles of a healthy and varied diet to prepare a vegetable soup – link to harvest (field to fork) Understand where food comes from.</p> <p>Healthy smoothies Key Teaching points: Healthy/ Unhealthy foods - basic Importance of nutrition and exercise. What do we need to stay alive? Lifecycles Keeping clean How we grow and change – comparing different aged children across school.</p> <p>Seasonal Changes: Seasonal fruits and veg (apples and pumpkins) and changes in the environment around harvest time. Identifying and classifying; Gathering and recording data to help in answering questions.</p>	Calendars: Tie Dye and Sewing techniques: Design design purposeful, functional, appealing products for themselves and other users based on design criteria Make select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including textiles, Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria		Clay sculptures (of nocturnal animals) Children will be taught techniques and will develop skills over time to sculpt using clay: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Evaluate: developing skills and knowledge of techniques from experience; refining methods and improving practice.	Design and making own dinosaur from clay (revisit) Design and make dino-habitats Design and make vehicles for dinosaur park Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge explore and use mechanisms, such as levers, sliders, wheels and axles, in their products	
Geography		Island Homes topic – looking at islands around the UK and in different parts of the world (comparing weather, geographical features, etc.) Main Skills Knowledge To Be Taught • Using different	GFOL geography links: • Map skills, route of fire, changes after the fire • Google Earth here and London • Differences between city life and rural town life today		Seaside topic – direct comparison of Spalding and Wells and with a harbour in the Caribbean: Main Skills Knowledge To Be Taught • Using	

			<p>representations of maps to locate features: globes, world maps, satellite images, aerial photographs, etc. • Using mapping skills: compass points, keys, coordinates. Giving and following directions on a map (maths link). Main Subject Knowledge To Be Taught • Knowledge of the world: continents and oceans; four countries, capitals and characteristics of the United Kingdom and surrounding seas; • Hot and cold parts of the world in relation to the equator; • Human and physical features of places with different climate zones</p>	<p>• Famous London landmarks Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and constr</p>		<p>different representations of maps to locate features: globes, world maps, satellite images, aerial photographs, etc. • Using mapping skills: compass points, keys, coordinates. Giving and following directions on a map (maths link). • Comparing and contrasting a small area of the UK and an area of a non-European country: Main Subject Knowledge To Be Taught • Location of a contrasting harbour in a non-European country: Caribbean harbour • Human and physical features of the contrasting place. • How to conduct fieldwork using maps, surveys (of shops and businesses) and observing human and</p>	
History		<p>Lives of significant individuals: Florence Nightingale and Edith Cavell Main Subject Knowledge To Be Taught Who is Florence Nightingale? Why was she famous?</p>		<p>Key events in history: The Great Fire of London: Main Subject Knowledge To Be Taught What was London like at the time of the GFOL? • What were</p>	<p>Lives of significant individuals: Charles Darwin Learning about the lives of significant individuals in the past who have contributed to national and</p>	<p>Comparing seaside holidays today to times in the past, particularly Victorian. • changes within living memory –to reveal aspects of change in national</p>	<p>Dinosaurs- events beyond living memory that are significant nationally or globally Children will understand some of the ways in which</p>

		<p>What does the evidence tell us about her life? What were the conditions in the hospitals and nursing like? What changes were needed? How did Florence Nightingale achieve this? What legacy did she leave? How did her life compare to that of Edith Cavell?</p> <p>Main Skills Knowledge To Be Taught Children will know that there are different sources of evidence and we use these to find out about the past. Identify changes needed in hospital, based on what they know. Asking questions about events that have happened.</p>		<p>people's everyday lives like at the time? • What factors led to the fire starting and spreading? • What factors led to the fire stopping? • How do different sources of evidence help to tell the story? • What could we learn about the GFOL from Samuel Pepys's diary?</p> <p>Main Skills Knowledge To Be Taught • Comparing sources of evidence – primary and secondary sources. • Asking key questions (asking Samuel Pepys) • Identifying changes that came about because of the GFOL • Drawing contrasts – comparing life in London now and before the fire. • Creating structured accounts of the GFOL</p>	<p>international achievements, some should be used to compare aspects of life in different periods – Darwin's discoveries about adaptation and survival of the fittest.</p> <p>Learning about where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Using a wide vocabulary of everyday historical terms. Understanding some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>life. (Magic Grandma)</p> <p>Using common words and phrases relating to the passing of time. Learning where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Using a wide vocabulary of everyday historical terms. Understanding some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>we find out about the past and identify different ways in which it is represented</p>
Music		<p>Charanga: Hands, feet, heart South African Music Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p>	<p>Charanga: Ho, ho, ho Festivals and Christmas Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p>	<p>Charanga: I wanna play in a band Rock Music Listen and appraise; Singing / playing; Improvisation, Composition, Performance. Clap</p>	<p>Charanga: Zootime Reggae Listen and appraise; Singing / playing; Improvisation, Composition, Performance. Clap and Improvise Listen</p>	<p>Charanga: Friendship Song Pop Music Listen and appraise; Singing / playing; Improvisation, Composition, Performance. Clap and Improvise Listen</p>	<p>Charanga: Reflect, rewind, replay Classical Music Listen and appraise; Singing / playing; Improvisation, Composition, Performance.</p>

		<p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>		<p>and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> <p>mprovise! Take it in turns to improvise using F or F and G.</p> <p>Great Fire of London songs</p>	<p>and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>	<p>and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p> <p>Seaside songs and shantie</p>	
RE		<p><i>1.6 Who is Muslim and how do they live? Part 1</i></p>	<p><i>1.3 Why does Christmas matter?</i></p>	<p><i>1.6 Who is Muslim and how do they live? Part 2</i></p>	<p><i>1.5 Why does Easter matter?</i></p>	<p><i>1.4 What is the good news that Jesus brings?</i></p>	<p><i>1.10 How should we care for the world and for others, and why does it matter?</i></p>
PSHE		<p>Rights, Rules and Responsibilities</p>	<p>My Emotions Anti-bullying</p>	<p>Working Together Financial Capability</p>	<p>Sex & Relationships Education Drug Education</p>	<p>Managing Risk Safety Contexts</p>	<p>Healthy Lifestyles</p>
PE		<p>Indoor PE: Effects of exercise on our bodies. Gymnastics Circuit training: recognising different types of exercise Heart rate increases during different types of exercise.</p> <p>Outdoor Games- Throwing and catching: Inventing Games – participate in team games,</p>	<p>Outdoor Games: Making up Games – Val Sabin: • to develop and extend their sending and receiving skills. • to know rules for a game. • to develop simple group tactics. • to move actively and safely about the space and in teams</p>	<p>GFOL dance; creating dances to interpret fire – linked to GFOL topic work. Outdoor Games: Dribbling, Kicking and Hitting – Val Sabin: • to use a bat and ball in a safe, coordinated and controlled manner in simple, limited activities. • to send and receive a ball with a partner. • to</p>			

		developing simple tactics for attacking and defending		show an awareness of personal space (swinging the bat) and general space. • to use space and equipment safely. • participate in team games, • developing simple tactics for attacking and defending			
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