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| **Year A** | Autumn term:  **Amazing people, places and animals** | | | | | Spring term:  **A Pirate’s life for me!** | | | | | | Summer term:  **What a wonderful world!** | | | | | |
| **English** | Text:  I love bugs! | Text:  Fatou, fetch the water! | | Text:  Mixed up fairy tales | Text:  The naughty ambulance | Text:  Wanted! | Text:  Mrs Armitage and the big wave | | Text:  Story box | | Text:  Once upon a time map book. (Not babcock) | Text:  Transport | Text:  On the road | | Text:  The high street. | | Text:  What I like. |
| **Maths**  **White Rose**  **Raising Stars** | Place value  Addition and subtraction  Shape  Money  Number sense (3 weeks)  Additive reasoning (3 weeks)  Geometric reasoning (3 weeks)  Number sense (2 weeks)  Additive reasoning (2 weeks) | | | | | Multiplication and division  Fractions  Length and height  Mass, capacity and temperature  Number sense (3 weeks)  Multiplicative reasoning (3 weeks)  Number sense (3 weeks)  Additive reasoning (2 weeks)  Geometric reasoning (3 weeks) | | | | | | Statistics  Position and direction  Problem solving and efficient methods  Time  Number sense (3 weeks)  Additive reasoning (3 weeks)  Multiplicative reasoning 3 weeks)  Geometric reasoning (2 weeks) | | | | | |
| **Science** | **Living things and their habitats**  **Vocab:** Living, dead, non living, habitat, depend, microhabitat, food chain, sources, shelter, seashore, woodland, ocean, rainforest, conditions  **Working scientifically:**  - Identifying & classifying **(Magenta principles)**  - Using observations and ideas to suggest answers to questions. E.g. Is a deciduous tree dead in winter?  - Gathering a recording data  Magenta – reduce (food chain) | | | | | **Humans**  **Vocab:** exercise, types of food, hygiene, nutrition  **Working scientifically:**  - Observe and measure how humans grow.  - Gathering and reading data to help answer questions e.g. What humans need to stay healthy.  Suggesting ways to find answers to their questions.  Magenta – Connect (linking foods – how could they be linked?) | | | | **Uses of everyday materials**  **Vocab:** suitable/unsuitable, wood, metal, plastic, glass, brick, rock, paper, cardboard, Solid, squashing, bending, twisting, stretching, properties, purpose  Suggestions for people to study: John Dunlop, Charles Macintosh, John McAdam.  **Working scientifically:**  - Comparing uses of everyday materials in and around school.  - Observing closely  - Identifying and classifying  - Recording observations.  **Concept cartoon suggestion:**  The slide from Upside down seeds. | | **Animals**  **Vocab:** offspring, adult, basic needs, survival, food, water, air, reproduction, growth, life cycles of animals e.g. butterfly, baby, toddler, child, adult, teenager  **\* They are not expected to understand how reproduction occours.\***  **Working scientifically:**  - Observing and measuring how animals grow.  - Ask questions about what animals need for survival and suggesting ways to find answers to their questions.  **Butterflies arriving: 2.3.2020** | | | | **Plants**  **Vocab:** Seed, bulb, mature, plants, water, light, suitable, temperature, healthy, environment, germination, growth, survival, reproduction  **Working scientifically:**  - Observe and record how plants change over time.  - Similar plants at different stages of growth  - Setting up a comparative test to show they need light and water.  **Concept cartoon suggestion:**  Upside down seeds from Upside down seeds. | |  |
| **D&T** | **Mechanisms**  Wheels and axels (making ambulances)  **Vocab:**  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate  Wheels, axels | | | | | **Food and nutrition**  Hard tac biscuits  **Vocab:**  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate  Nutrition, healthy eating, varied diet, sweet/savoury, ingredients, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend. | | | | | | **Structures/Construction**  Build houses/cities – the view from an aeroplane  **Vocab:**  Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate  Stronger, stiffer, more stable | | | | | |
| **Art** | **Drawing** – Self portraits  (Y1) Extend the variety of drawing tools, explore different textures, observe and draw landscapes, observe patterns, observe anatomy,  (Y2) Experiment with tools and surfaces, draw a way of recording experiences and feelings, discuss use of shadows, use of light and dark, sketch to make quick records. | | | | | **Paint – Pirate flags**  Create a pattern, develop impressed images, relief printing, print with a growing range of objects identify the different forms print takes. | | | | | | **Colour** – Monet  (Y1) Name all of the colours, mixing of colours, find collections of colour, apply colour with a range of tools,  (Y2) Begin to describe colours by objects, make as many tones of one colour as possible (using white), darken colours without using black, use colour on a large scale. | | | | | |
| **Computing** | 1. **Presentation skills** 2. **Using the internet**   Recognise common uses of information technology beyond school  Use technology safely and respectfully,  Internet Safety  Digital footprint/key words | | | | | 1. **Using and applying** 2. **Computer art**   use technology purposefully to create, organise, store, manipulate and retrieve digital content – open a word document  Internet Safety  You be the judge/Rate and review | | | | | | 1. **Preparing for Turtle Logo** 2. **Programming Turtle Logo and Scratch**   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.  Internet Safety  Cyber snakes/Being safe | | | | | |
| **History** | Lives of significant historical figures  **Nurses (Mary Seacole, Florence Nightingale, Edith Cavell)**  **Vocab:**  **Nurse, contribution, improvement, soldiers, compare, government, Scutari, historical**  **Historical aims**  - Understand how people’s lives have shaped this nation and how Britain has influenced the wider world.  - Understand the achievements and follies of mankind  Magenta – Add (Other important people, what could they have done?) | | | | | significant historical events, people and places in their own locality – Sir Francis Drake  **Pirates**  **Vocab:**  pirate hats, flag, eye patches, telescope, hook, treasure chest, gold coins, Blackbeard, William Bonney, William Kid, ship, Lousey legends, real, fictional, marooned, island, captain, quarter master, sailing master, boatswain, master gunner, cabin boy, Sir Francis Drake  **TRIP TO BRIXHAM TO SEE THE GOLDEN HIND**  **Historical aims**  - Understand how people’s lives have shaped this nation and how Britain has influenced the wider world.  Magenta – reduce (information about Pirates) | | | | | | Events beyond living memory that are significant national or globally.  **The first aeroplane flight**  **Vocab:**  Wilbur and Orville Wright, Wright Brothers, aeroplane, helicopter, 1903, resilience, persistence, aircraft, hot air balloon, timeline, North Carolina, wings, propellers, gravity, engine, take off, decent, passenger  **Historical aims:**  - Understand how evidence is used rigorously to make historical claims.  **TRIP TO THE FLEET MUSEUM** | | | | | |
| **Geography** | **Understand geographical and similarities and differences by studying the human and physical geography of a small area of the UK and of a contrasting non-European country (Kenya)**  **Geographical skills and fieldwork:**  - Use observation skills and simple fieldwork to study the geography of their schools and grounds and the key human and physical features of its surrounding environment. | | | | | **Name and locate the world’s 7 continents and 5 oceans**  **Vocab:**  **Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Atlantic, Pacific, Indian, Arctic and Southern Oceans.**  **Geographical skills and fieldwork:**  - Use world maps, atlases and globes to identify countries continents and oceans | | | | | | **Use basic geographical vocabulary to refer to local & familiar features (Exeter)**  **Vocab:**  City, town, village, factory, farm, house, office, port, harbour, shop,  **Geographical skills and fieldwork:**  - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | | | | | |
| **Music** | **Recorders**  Vocab: Descant, treble, pitch, step, leap, high, low  **Pitch:** distinguish between steps, leaps and repeats in melodies.  **Timbre:** identify a range of related instruments by name | | | | | **Toys**  Vocab: Rhythm, Steady Beat, Faster, Slower, Long, Short  **Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together  **Tempo:** explore, respond to and recognise fast and slow | | | | | | **Machines**  Vocab: Loud, Quiet, Crescendo, Diminuendo, Long, Short  **Duration:** respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together  **Dynamics:** explore, respond to, recognise and identify loud, moderate, quiet and silence | | | | | |
| **PE** | Gymnastics – Movement (gallop, leap, hop, skip etc)  Dance – Caribbean (speed, control, sequence, collaboration)  Throwing and catching (running and jumping in isolation, rolling, force)  Invasion games (attacking, defending, scoring, teamwork) | | | | | Gymnastics – Yoga (forward bends, back bends, inversions, twists, balance)  Dance – Pirates (speed, weight, size of movement, sycronisation)  Invasion games (travelling, side stepping, changing direction)  Attacking and defending (passing, dodging)  CLC – Multi Skills | | | | | | Gymnastics – Landscapes and cityscapes (body tension, control, balance)  Dance – The gunpowder plot (formation, structures, unison, cannon)  Multi skills (sports day) (sprinting, relay, jumping, throwing)  Running and jumping (distance, height, speed, length, jumping sequences) | | | | | |
| **RE**  Devon and Torbay RE Syllabus    Y2 Units | 1.6 Who is Muslim and how do they live? (Part 1) - **TRIP TO MOSQUE**  1.3 Incarnation: Why does Christmas matter to Christians? | | | | | 1.6 Who is Muslim and how do they live? (Part 2)  1.5 Salvation: Why does Easter matter to Christians? | | | | | | 1.4 Gospel: What is the good news Jesus brings?  1.8 What makes some places sacred to believers? | | | | | |
| Jigsaw (PSHE)  **Vocab identified on weekly planning** | Being me in my world | | Celebrating difference | | | Dreams and goals | | Healthy me | | | | Relationships | | Changing me | | | |