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|  | **Subject:** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** |
|  | **T4W** | **Fiction: Mysterious Plant tale**  **Short Burst Writing – Warning Tale**  **Focus: Grammar**  **Writing a narrative about a fictional character**  **Vocab: plant specific** | | | **Non-Fiction: Discussion Text**  **Short Burst Writing – A Balanced Argument.**  **Focus: Reasons (Subordinating Conjunctions)**  **Write a balanced argument with reasons for and against an issue or topic.**  **Vocab: debate, argument, balanced, agree, disagree, because, if, when, even though, punished, trouble** | | | |
| **SBW**  **Grammar** – four sentence types  **Grammar** – coordinating and subordination conjunctions  **Grammar** – prefixes & suffixes | Introduce the text – spot the grammar features learnt.  Vocabulary building – plant specific language and adjectives to describe.  Use previously taught grammar to create own plant story sentences. | Children given new plant based stimuli. Vocabulary build.  Box up – Create own plan  Hot task Short burst write about stimuli. | **Innovation**  **Grammar** – Command Sentences -Stranger Danger Posters.  Alternative Speech between characters.  **Grammar** – subordinating conjunctions ‘because’, ‘when’ and ‘If’.  Innovate – Ideas plan for something else to be debated -For/Against.  Drama – partner work for and against debating. Feedback for writing. | Hot Task Write a balanced argument with reasons for and against an issue/topic. | |  |
|  | **SPaG** | Four sentence types,  Coordinating anf subordinating conjunctions,  Prefixes & suffixes | | | Subordinating conjunctions – when, if, because  Present tense  Command sentences  Questions for titles | | | |
|  | **Poetry** | A little house – Poetry Basket | | Growing by Tony Mitton | | The Yaffling Tree by Phil Bowen | | |
|  | **Whole Class Reading** | The Flower – John Light | | How to be a Viking – Cressida Cowell | | Poetry focus | | |
|  | **Maths** | **Focus:** Mass, Capacity, Temperature  **Vocab:** heavier, lighter, mass, grams, kilograms, volume, capacity, millilitres, litres, balance, temperature, hot, cold, thermometer, measure, weight | | | **Focus:** Consolidation of key areas  **Vocab:** place value, addition and subtraction, money, shape | | | |
| **Lesson 1 –** Compare mass practical exploration.  **Lesson 2 –** Compare mass  **Lesson 3–** measure in grams  **Lesson 4** – measure in kilograms | **Lesson 5 –** four operations with mass  **Lesson 6 –** Compare volume and capacity  **Lesson 7 –** Measure in millilitres  **Lesson 8 –** Measure in litres | **Lesson 9 –** Four operations with volume and capacity  **Lesson 10 –** Temperature  **Lesson 11** – Temperature SATS style problems  **Lesson 12** - End of block assessment | **Place Value revision**  **Lesson 1 & 2 –** Identify, represent and estimate numbers using different representations.  **Lesson 3 & 4:** Use place value and number facts to solve problems. | **Addition and Subtraction**  **Lesson 1 –** adding 2 digit and 2-digit strategies  **Lesson 2 –** Subtracting 2-digit and 2-digit strategies  **Lesson 3 & 4 –** using the inverse operation to work out missing number problems. | | **Money and Shape**  **Lesson 1 –** 2D shape revision  **Lesson 2 –** 3D shape revision  **Lesson 3 –** Making amounts £p  **Lesson 4** – giving change |
|  | **Science** | **Focus: Plants**  **NC ref:** Pupils should be taught to:   * 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.   **Skills:**   * Measure change over time for example plant growth. * Perform simple tests- for example what if plants get no light * Identify and classify things that are living or dead   **Science enquiries**   * **Comparative testing and Fair Testing:** Where do plants grow most successfully? * **Identifying, grouping and classifying:** Can you classify these seeds and bulbs? * **Observing over time:** How does a plant grow most successfully?   **Key Vocabulary:** Seeds, bulb, plant, fruit, vegetable, herb, growth, stem, roots, leaf, trunk, branch, blossom, sunlight, healthier, predict, investigation, observation, measuring, fair test. | | | | | | |
| Lesson 1 – Explore Plants  Observe plants, seeds and bulbs closely using simple equipment.  **Vocab:** plant, flower, fruit, vegetable, herb, seed, bulb | Lesson 2 – Plant Parts  Name parts of common plants and trees and begin to identify their function.  **Vocab:** stem, leaf, roots, flower, blossom, trunk, branch | Lesson 3 – What do plants need to grow?  Understand that plants grow from seeds and bulbs and need the correct conditions to grow.  **Vocab:** seed, plant, sunlight. | Lesson 4 – Planning an investigation.  Ask simple questions and recognise that they can be answered in different ways.  **Vocab:** seed, plant, sunlight, darkness, healthier, investigation, predict, fair test. | Lesson 5 – Investigating how plants grow and stay healthy.  Perform a simple test to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  **Vocab:** observation, measuring, growth | | Lesson 6  Findings  Observe changes to plant growth from simple comparative test.  Vocab: observation, measuring, growth, living, dead, healthy, unhealthy. |
|  | **History** | **N/A Geography Focus** | | | | | | |
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|  | **Geography** | **NC ref:** Local geography  **Focus:** Our Local Area  **Skills:**  Place Knowledge   * Recognise the different buildings and their uses (houses, shops etc.) on their journey.   Fieldwork and Geographical Skills   * Describe and follow a route on a map (e.g., to and from school * Use a simple atlas to locate places (e.g., where they live/where school is, their house, local shops). * Use a basic key on a map (for their home, school, shops * Use class-agreed symbols to make a simple key. * Draw a map of the route they follow to school (add detail to a sketch map from an aerial photograph). * Use and follow directions, including compass directions (North, East, South and West)   **Recap:** Year 1 knowledge of where are school in and the local area.  **Knowledge:**   * Know that I go to school in Eastfield and that my school is in a town in North Yorkshire. * Use maps and aerial photographs to identify key features of the local area, including other schools, factories, shops, houses. * Explain what the differences between physical and human features. * Know some similarities and differences of their school compared to another. * Use directional vocabulary (including the 8 point compass) to plan a route from the school to a local landmark. * Describe the different types of houses in the local area.   **Enhancement:** Class walk of the local area to the library.  **Key Vocabulary:**  City, town, village, house, similar, National Park, North Yorkshire Moors, detached, flat, terraced, semi-detached, bungalow, different, school, journey, travel, office, factory, hills, roads, pathways, Compass, Compass points: East, North, South, West, Fieldwork, plan, aerial photograph map, key, symbols. | | | | | | |
| **Lesson 1 -**  I know that I go to school in Eastfield and that my school is in a town in North Yorkshire.  **Vocab:** Village, Town, County | **Lesson 2 –** Out and about to explore homes, shops, leisure, land-use following a planned route – documenting homes / traffic  **Enhancement:** Library Visit  **Vocab:** house, similar, detached, flat, terraced, semi-detached, school, journey, travel, library | **Lesson 3** - Carry out fieldwork to observe and predict what is N, E, S and W of our school – creating aerial maps  **Vocab:** Compass, Directions, North, East, South, West, Fieldwork, Plan, Aerial Photograph Map, Symbols, School | **Lesson 4** - Identify human and physical features in our local area.  **Vocab:** different, office, factory, hills, roads, pathways, house, bungalow, semi-detached, terraced | **Lesson 5** – Explore local landmarks before planning a route to a local landmark.  **Vocab:** map, key, symbols, pathways, roads, house, school, journey, travel | | **Lesson 6 –** how has our local area changed? Past vs. Present – old school, new school, housing development etc.  **Vocab**: past, present, change, map, hills, roads, school, factory, office, town, village, similar |
|  | **DT** | **NC ref:** Mechanisms  **Focus: Fairground Wheels**  **Skills:**   * Selecting a suitable linkage system to produce the desired motions. * Designing a wheel. * Selecting appropriate materials based on their properties. * Selecting materials according to their characteristics. * Following a design brief. * Evaluating different designs. * Testing and adapting a design.   **Knowledge:**   * To know that different materials have different properties and are therefore suitable for different uses. * To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder. * To know that it is important to test my design as I go along so that I can solve any problems that may occur.   **Key Vocabulary:** design, design criteria, wheel, Ferris wheel, pods, Axle, axle holder, frame, mechanism | | | | | | |
| **Lesson 1 –** To explore wheel mechanisms and design a Ferris wheel.  **Vocab:** axel, design, Ferris wheel, frame, axel holder, design criteria, wheel | **Lesson 2** - Planning the build and to select appropriate materials.  **Vocab:** stable, strong, weak. | **Lesson 3** - To build and test a moving wheel.  **Vocab:** mechanism, stable, strong, test | **Lesson 4 & 5** – To make and evaluate a structure with a rotating wheel.  **Vocab:** decorate, evaluate, test | | **Lesson 6** – To evaluate my Ferris Wheel.  **Vocab:** evaluate, design, mechanism, successful, adapt, change | |
|  | **Art** | **N/A Design Technology Focus** | | | | | | |
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|  | **P.E.** | **Focus: Athletics**   * 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   **Athletics**   * Can warm up safely prior to exercise * Can sustain performance over periods of time * Can comment on work of others using some technical language * Demonstrate sporting values   **Skill**   * Show a sense of anticipation to begin work and react quickly * Jump in a variety of ways and coordinate a run with a jump * Discover and develop different styles of jumping - Leap, jump and hop * Add a short run up to my jump * Throw with good technique * Throw with a run up * Help a peer improve their performance with good feedback   **Vocabulary:** Jog, throw, Jump, leap, hop, react, skip, run, target, fast, coordinate. | | | | | | |
| **Lesson 1 –** I can show a sense of anticipation to begin work, react quickly and demonstrate agility, balance and coordination. **Vocab:** athletics, jog, react, run, fast | **Lesson 2** - I can jump in a variety of ways and coordinate a run with a jump.  **Vocab:** jump, leap, hop, coordinate, run | **Lesson 3** - I can discover and develop different styles of jumping, by leaping, hopping, jumping.  **Vocab:** jump, leap, hop, coordinate, target | **Lesson 4 -** I can jump in a variety of ways competently and add a short run up to my jump.  **Vocab:** Jump, run, target, fast, coordinate | **Lesson 5 –**  I can throw with good technique and throw with a run up.  **Vocab:** throw, run, target, fast, coordinate | | **Lesson 6** I can help a peer improve their performance with good feedback. I can demonstrate a variety of athletic techniques correctly.  **Vocab**: jog, throw, jump, leap, hop, skip, run, fast, coordinate |
|  | **Music** | **Focus: Creating Music - Musical Conversations**  The second half of Year 2 places an emphasis on composing music through  musical conversations. This unit corresponds with the curriculum's emphasis on  composition and improvisation. Pupils explore creating music that involves  dialogue and interaction, enhancing their creative and expressive musical skills.  This unit builds a strong foundation for more advanced composition work in Key  Stage 2.  **NC ref:**   * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the inter-related dimensions of music   **Skills:**  ● Engage in creative musical  exploration through vocal  improvisation.  ● Start to improvise short question and  answer phrases.  ● Begin to create and explore rhythmic  and melodic patterns.  **Key Vocabulary:** Pulse, Call and response, Dot notation | | | | | | |
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|  | **Religious Studies** | **1.6 How and why do we celebrate special times? continued** | | | | | | |
| How do Christians celebrate Easter?   Identify some ways Christians celebrate Easter(A1). | What matters most at Easter?   Re‐tell stories connected with Easter (A2).   Ask questions and suggest answers about stories to do with Christian festivals (B1). | Easter craft activities – making an easter garden for foyer display.  Decorating the Easter tree.  Making Easter Cards   Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers | Why do Jewish people tell the story of Passover (Pesach) every year?   Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). | What do Muslims celebrate at Id-ul-Fitr?   Identify some ways a festival is celebrated in another religion (A1).   Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). | | |
| **Key Vocabulary:** Special, sacred, celebrate, festival, Harvest, Christmas, Easter, Pentecost, Eid-ul-Fitr Ramadan,  Christian, Muslim | | | | | | |
|  | **Computing** | **NC ref:**  •Use technology purposefully to create, organise, store, manipulate and retrieve digital content  •Recognise common uses of information technology beyond school  •Use technology safely and respectfully, keeping personal information private  **Focus**  Creating media: Stop motion  **Skills:**  •To understand what animation is  •To understand what stop motion is  •To create a stop motion  **Key Vocabulary:**  Animation, Still images, Moving images, Frames Drawing, Stop motion, Digital device | | | | | | |
| **Lesson 1 –**  To understand what animation is.  **Vocab:** animation, frame, still image, moving image, flip book | **Lesson 2 –** To take clear photographs using a digital camera.  **Vocab:** animation, focus, object, background, stop motion | **Lesson 3** - To create a stop motion animation.  **Vocab:** animation, fluid, save, import, upload | **Lesson 4** – To plan my stop motion animation.  **Vocab:** animation, frame, stop motion, background, object | **Lesson 5 –** To create a stop motion animation.  **Vocab**: animation, focus, object, background, frame, stop motion | | **Lesson 6 -**To create a stop motion animation.  **Vocab**: animation, focus, object, background, frame, stop motion |
|  | **PSHE** | **NC Ref: Citizenship**  Focus:  Responsibility  • Rules  • Caring for others: Animals  • The needs of others  Community  • Similar, yet different  • Belonging  Democracy  • Democratic decisions  **Skills:**   * Recognising why rules are necessary and the consequences of not following rules. * Discussing how to meet the needs of different pets. * Exploring the differences between people. * Recognising the groups that we belong to.   **Knowledge**   * To know the rules in school. * To know that different pets have different needs. * To understand the needs of younger children and that these change over time. * To know that voting is a fair way to make a decision. * To understand that people are all different and that this is a good thing.   **Vocabulary**  Care, democracy, different, fair, responsibility, rule, similar, unique, vote, volunteer, identity | | | | | | |
| Lesson 1 – Rules beyond school.  To understand the importance of rules  Vocab: rule, care, responsibility | Lesson 2 – Our school environment  To understand ways to look after the school environment  Vocab: environment, identity, rule, responsibility, fair | Lesson 3 – Our local environment  To recognise the role people play in looking after the environment  Vocab: environment, identify, rule, responsibility, fair | Lesson 4 – Job roles in our local community  To begin to understand the roles people have in the community.  Vocab: environment, democracy, fair, volunteer | Lesson 5 – Similar yet different – my local community  To recognise similarities and differences between people in the local community  Vocab: environment, different, fair, unique, identify, similar opinion, vote | | Lesson 6 – Giving my opinion  To understand ways to share an opinion  Vocab: identity, opinion, vote |