

# Long Term Scheme of Learning

## Key Stage One Year 2

### 2023 – 2024



At Barley Fields Primary School, our **Curriculum Promise** is a guarantee that we will provide every child with access to an aspirational, high-quality and sequenced curriculum where the needs of your child across a range of developmental areas – academic, social and emotional – will always be at the centre of our provision and planning. We will provide stimulating wider curriculum where all children will benefit from a diverse range of educational experiences and residential visits during their journey through our school.



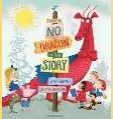

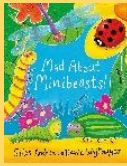







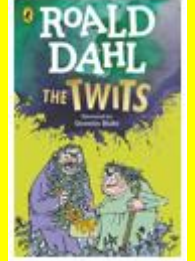



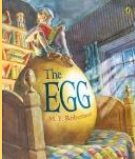

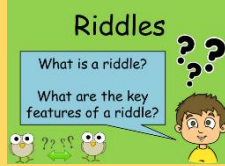





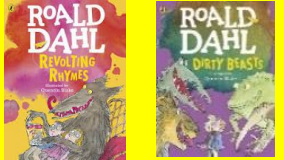
Our curriculum is built on three pillars of intent and has the National Curriculum objectives at its foundation.








We have successfully designed our curriculum to be ambitious and to meet the needs of all children, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. As our children make progress; they know more, remember more and are able to do more.

All children study the full curriculum. We have carefully considered and analysed our curriculum with regard to equality and the possible implications for pupils with protected characteristics including Special Educational Needs. We do not narrow our

curriculum offer to any child but may amend the curriculum to offer bespoke provision if necessary.

Our curriculum promotes high standards and excellence in all areas and is based on practical and first-hand experiential learning. We embed the use of technology across the curriculum and have excellent resources in this area. In addition to the academic and creative subject teaching, we will promote learning through growth mindset and the enhance the development of personal skills in a fun, caring and mutually supportive environment. Barley Fields Primary is a Rights Respecting School and our ethos actively promotes British Values and Global Learning.

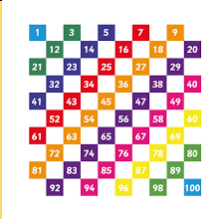
		Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing		<p><b>Dragons</b></p>  <p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Captions to match illustrations from a familiar story</li> <li>Dragon character description</li> </ul> 	<p><b>Living Things</b></p>  <p><b>Main writing text type:</b></p> <ul style="list-style-type: none"> <li>Simple non-chronological report</li> <li>Information Poster</li> <li>Blurbs for non-narrative texts</li> </ul> 	<p><b>Fairy Tales</b></p>  <p><b>Main Text Writing</b></p> <ul style="list-style-type: none"> <li>Story opening for a fairy tale</li> </ul>	<p><b>Peter Pan</b></p>  <p><b>Main Writing Text Type:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> </ul> 	<p><b>Selection of short burst writing tasks in preparation for SATs</b></p>  <p><b>Roald Dahl</b></p>  <ul style="list-style-type: none"> <li>Simple Biography of Roald Dahl</li> </ul> 	<p><b>The Twits</b></p>  <p><b>Main Writing Text Type:</b></p> <ul style="list-style-type: none"> <li>Non-narrative report – predicting endings</li> <li>Story comparisons</li> <li>Informal letter to persuade</li> <li>Book review</li> </ul>   
		<p><b>The Egg</b></p>  <p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Narrative recount of a familiar story</li> </ul> 	<p><b>Poetry - Riddles</b></p>  <p><b>Excitable Edgar</b></p>  <p>Writing linked with John Lewis visual literacy</p> <p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Recount a narrative story</li> </ul> 	<p><b>Short burst writing</b></p> <ul style="list-style-type: none"> <li>Speech and thought bubbles</li> <li>Blurbs</li> <li>Setting descriptions</li> <li>Letters</li> <li>Online Blog - diary</li> </ul>	<p><b>How to Trap a Pirate</b></p>  <p><b>Main Writing Text Type:</b></p> <ul style="list-style-type: none"> <li>Simple Instructions – How to catch a pirate?</li> </ul> 	<p><b>George's Marvellous Medicine</b></p>  <p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Character description of Grandma</li> <li>Wanted Poster</li> <li>Instructions - Potion – recipe - How to make a marvellous medicine</li> </ul>	<p><b>Performance Poetry</b></p>  <p>Listening to and Reading Poetry</p>

	<ul style="list-style-type: none"> <li>Object Description - Cake </li> </ul>  <p><b>Main Writing Text Type</b></p> <ul style="list-style-type: none"> <li>Informal letter </li> </ul>	<ul style="list-style-type: none"> <li>Speech and thought bubbles to infer feelings</li> </ul> <p><b>Short Burst Writing</b></p> <ul style="list-style-type: none"> <li>Sequence images from the story in chronological order and add simple captions </li> </ul>		<ul style="list-style-type: none"> <li>School trip personal recount – Captain Cooks Museum </li> </ul>		<p>Performing poetry – ‘Crockywock’ </p> <p><b>Short Burst</b></p> 
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# English - Reading

 <p>Guided Reading</p>	 <p>Guided Reading Comprehension</p>	 <p>Guided Reading Comprehension</p>	 <p>Guided Reading Comprehension</p>	 <p>Guided Reading Comprehension</p>	 <p>Guided Reading Comprehension</p>
<p>Phonics Phase 5 recap Intervention for children at Phases 4 and 5 who didn't pass phonics screening</p>	<p>Phonics Phase 6 Intervention for children at Phases 4 and 5 who didn't pass phonics screening</p>	<p>Phonics Phase 6 Intervention for children at Phases 4 and 5 who didn't pass phonics screening</p>	<p>Phonics Phase 6</p>	<p>Phonics Phase 6</p>	<p>Phonics Phase 6</p>
<p>Action Words Book 3</p> 	<p>Action Words</p> 				
<p>Grammarsaurus – How to ride a dragon</p> 	<p>Oxford Reading Tree Comprehensions – Turquoise/Purple level</p>	<p>Grammarsaurus – Jack and the Beanstalk</p>  <p>Grammarsaurus - How to make a pancake</p>  <p>Literacy Shed – The Frog Prince</p> 	<p>Literacy Shed – Captain Blackbeard (non-fiction)</p>  <p>Literacy Shed – Pirate Pete (fiction)</p>  <p>Literacy Shed – SATs practise – The Park</p>	<p><b>SATs practise</b></p> <p>Grammarsaurus – how to make a potion</p>  <p>Literacy Shed – The Beach – SATs practise</p> <p>Literacy Shed – Farm Animals – SATs practise</p>	<p>Grammarsaurus – Life at the beach</p>  <p>Literacy Shed – A Victorian seaside</p>  <p>Literacy Shed – Postcards from the seaside</p> 
<p>Class Reader Dragon Texts from writing units The Boy Who Grew Dragons</p> 	<p>Class Reader The Owl Who was afraid of the dark (Animal link)</p> 	<p>Class Reader Various Fairy Tales Who's afraid of the Big Bad Book?</p> 	<p>Class Reader Peter Pan</p> 	<p>Class Reader George's Marvellous Medicine</p> 	<p>Class Reader Meerkat Mail</p> 

<p>Enhanced Reading for Pleasure</p> <p>Non-fiction – Books linked to local area/maps etc (Geography link)</p>  <p>Poetry – Zim Zam Zoom</p> 	<p>Enhanced Reading for Pleasure</p> <p>Fiction – Various stories about animals (class teacher choice)</p>  <p>Non-fiction – animals and their habitats (science link)</p> <p>Poetry – Theme link</p> 	<p>Enhanced Reading for Pleasure</p>  <p>Fiction – Fairy Tales</p> <p>Non-Fiction – People who help us books (PSHE link)</p> <p>Poetry – Nursery Rhymes</p> 	<p>Enhanced Reading for Pleasure</p> <p>Fiction texts – linked to pirates</p> <p>Non-fiction – Captain James Cook and other explorers (History link)</p> <p>Poetry -</p>  	<p>Enhanced Reading for Pleasure</p>  <p>Fiction texts – Roald Dahl stories</p> <p>Non-Fiction texts – Animals including humans (science link)</p> <p>Poetry – Revolting rhymes</p> 	<p>Enhanced Reading for Pleasure</p> <p>Fiction texts – Linked to seaside (class teacher choice)</p> <p>Non-fiction texts:</p>  <p>Poetry</p> 
<p>Book Band Expectation</p> <p>Turquoise books </p> <p>Purple books </p>	<p>Book Band Expectation</p> <p>Turquoise books </p> <p>Purple books </p>	<p>Book Band Expectation</p> <p>Purple books </p> <p>Gold books </p>	<p>Book Band Expectation</p> <p>Gold books </p> <p>White books </p>	<p>Book Band Expectation</p> <p>Gold books </p> <p>White books </p>	<p>Book Band Expectations</p> <p>White books </p> <p>Lime books </p>



**Number: Place Value (within 100)**

1. Count, read and write numbers to 100
2. Represent Numbers to 100 in different ways
3. Partition 2-digit Numbers in different ways
4. Compare and order numbers to 100
5. Count in multiples of 2, 5 and 10 to 100



**Number: Addition**

1. Recall and use addition facts to 20
2. Adding 2-digit numbers and ones
3. Adding 2-digit numbers and tens
4. Add two 2-digit numbers – not crossing 10
5. Adding two 2-digit numbers – crossing 10



**Number: Multiplication**

1. RECOGNISE ODD AND EVEN NUMBERS
2. Complete Repeated addition of equal groups
3. Introducing the multiplication symbol and writing multiplication sentences
4. Making and Using Arrays
5. Recall and use multiplication facts for the 2x table
6. Recall and use multiplication facts for the 5x table
7. Recall and use multiplication facts for the 10x table
8. Problem Solve using multiplication



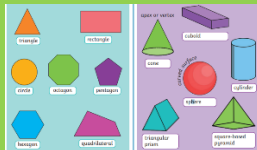
**Division**

1. Introduction to Division – making equal groups



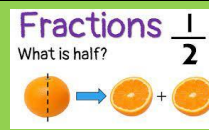
**Measurement: Time**

1. Minutes, seconds, hours
2. Measuring amounts of time
3. Telling Time to the Hour and Half Hour
4. Telling the time to quarter to and quarter past
5. Telling the time to 5-minute intervals



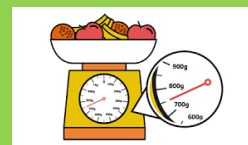
**Geometry: Properties of Shape**

1. Recognise and name 2D and 3D shapes
2. Exploring sides and vertices in 2D shapes
3. Drawing 2D shapes
4. What is symmetry?
5. What are the properties of 3D shapes?
6. Exploring edges and vertices in 3D shapes?
7. Sorting 3D shapes



**Number: Fractions**

1. Exploring parts and wholes
2. What is a unit fraction
3. What is a non-unit fraction
4. Recognising and finding half
5. Recognising and finding quarters
6. Recognising and finding three quarters of shapes and amounts
7. Recognising and finding thirds
8. Beginning to understand equivalence in fractions



**Measurement: Weight and Mass**

1. Comparing the mass of objects
2. Begin to measure mass in standard measures – grams

**Measurement : Capacity and Volume**

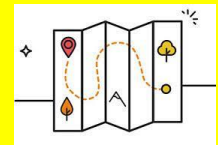
1. COMPARING THE CAPACITY AND VOLUME OF CONTAINERS
2. Using millilitres to measure volume and capacity
3. Measuring capacity and volume using Litres
4. Reasoning with Volume and Capacity



**SATS revision and preparation.**



**KS1 SATS summative Teacher Assessments.**



**Geometry: Position and Direction**

1. Using the Language of Position
2. Describing Movement
3. Describing Turns
4. Describe movements and turns
5. Shape patterns with turns



**Measurement: Temperature**

1. Measuring Temperature



### Subtraction

- Using and recalling subtraction facts to 20
- Subtracting – formal methods
- Subtracting two 2-digit numbers – no exchanging
- Subtracting 2 2-digit numbers – crossing ten - exchanging
- Subtracting 2 2-digit numbers – crossing ten – exchanging







### Measurement: Money

- Recognise the value of coins and notes
- Recognising and using the symbols for money - £ and p
- Making amounts
- Making amounts in different ways
- comparing amounts of money
- Shopping – finding the total (using addition methods)

- Introduction to Division – Division by sharing:
- Dividing by 2
- Doubling and Halving Numbers
- Dividing amounts by 10
- Dividing amounts by 5

### Statistics :Data Handling

Animal	Tally
	
	
	
	

- What is a Tally chart
- What is a pictogram?
- Interpreting Information
- What is a block diagram?

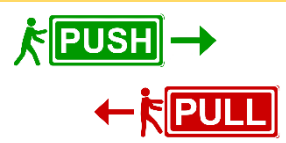




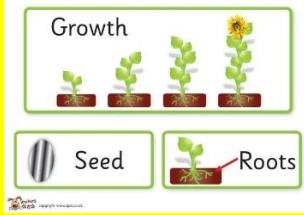
- Make patterns with shapes









### Measurement – length and height









- Measuring length in cm
- Measuring length in metres
- Comparing length and height
- Ordering length
- Problem solving with length







- Begin to measure mass in standard measures - kilograms
- Using the four operations in the context of Mass







<b>Science</b>	<p style="text-align: center;"><b>Forces</b></p> <p style="text-align: center;"><b>Moving Things</b></p> 	<p style="text-align: center;"><b>Living Things and Their Habitats</b></p> <p style="text-align: center;"><b>Living in Habitats</b></p> 	<p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><b>Exploring Everyday Materials</b></p> 	<p style="text-align: center;"><b>Electricity</b></p> <p style="text-align: center;"><b>How does it work?</b></p> 	<p style="text-align: center;"><b>Animals Including Humans</b></p> <p style="text-align: center;"><b>Growth and Survival</b></p> 	<p style="text-align: center;"><b>Plants</b></p> <p style="text-align: center;"><b>Ready, Steady, Grow</b></p> 
	<ol style="list-style-type: none"> <li>1. How does it move?</li> <li>2. How can I make an object move?</li> <li>3. How does it work – the play park?</li> <li>4. Movement Investigation</li> <li>5. Investigation – float or sink?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between living, dead and never being alive?</li> <li>2. What do humans need to stay alive?</li> <li>3. Do all minibeasts like living in the same microhabitats?</li> <li>4. How Do I Survive?</li> <li>5. What do living things depend on?</li> <li>6. What is a food chain?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can materials be sorted into groups?</li> <li>2. What does it mean for materials to be natural and man-made?</li> <li>3. How can a material change shape?</li> <li>4. Why do we use metal and plastic?</li> <li>5. London Bridge is falling down! What is the best paper to use?</li> </ol>	<ol style="list-style-type: none"> <li>1. What things use electricity?</li> <li>2. How do I stay safe around electricity?</li> <li>3. What is a battery?</li> <li>4. What is the difference between mains and battery power?</li> <li>5. How do we make simple electrical circuits?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is my baby?</li> <li>2. How are animal babies born?</li> <li>3. How do humans change as they grow?</li> <li>4. What do animals and humans need to survive?</li> <li>5. What is a balanced diet?</li> <li>6. Hygiene how clean are your hands?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between seeds and bulbs?</li> <li>2. Where can we find seeds?</li> <li>3. How are seeds dispersed?</li> <li>4. What is germination?</li> <li>5. How does a sunflower grow?</li> </ol>



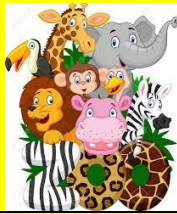
<b>Computing</b>	<p style="text-align: center;"><b>Computer Science- Computing Systems and Networks</b></p> <p style="text-align: center;"><b>IT Around Us</b></p> 	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Creating Media 1</b></p> <p style="text-align: center;"><b>Digital Photography</b></p> 	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Creating Media 2</b></p> <p style="text-align: center;"><b>Making Music</b></p> 	<p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><b>Data and Information</b></p> <p style="text-align: center;"><b>Pictograms</b></p> 	<p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;"><b>Programming A</b></p> <p style="text-align: center;"><b>Robot Algorithms</b></p> 	<p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;"><b>Programming B</b></p> <p style="text-align: center;"><b>An Introduction to Quizzes</b></p> 
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	<ol style="list-style-type: none"> <li>1. What Is IT?- In class lesson</li> <li>2. What IT do we have in school?</li> <li>3. How do we use IT in the World? In class</li> <li>4. What are the Benefits of using IT?</li> <li>5. How can we use information technology safely?</li> <li>6. What choices can we make when using IT In different ways- <i>In class lesson</i></li> </ol>	<ol style="list-style-type: none"> <li>1. How Can We Take a Photograph? iPad lesson</li> <li>2. Making choices about orientation when taking photographs?</li> <li>3. Making Careful Choices when taking a good photograph digitally</li> <li>4. Can I improve my photographs with light?</li> <li>5. How can use editing tools to change a photograph?</li> <li>6. How can Photographs be changed? Is it real? <i>iPad lesson</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Can the computer make Music? – Complete on computers</li> <li>2. How can music be created? Complete on computers</li> <li>3. How can I make changes to notes and tempo in digital music composition- computer suite</li> <li>4. Can I compose music digitally for a purpose? computer suite</li> <li>5. Can I make music? - <i>computer suite</i></li> </ol>	<ol style="list-style-type: none"> <li>1. How can we collect data in a Tally? In class</li> <li>2. Entering data into a database</li> <li>3. Can I create a pictogram using the computer – iPads</li> <li>4. What is an Attribute? iPad or computer suite</li> <li>5. Comparing People – iPads or Computer Suite</li> <li>6. Presenting data digitally- Computers</li> </ol>	<ol style="list-style-type: none"> <li>1. How to give instructions?- In class</li> <li>2. What happens when we change the order of instructions? - In class</li> <li>3. Can I make predictions by reading a set of instructions?- In class</li> <li>4. Creating and Using mats and routes - In class</li> <li>5. Can I write an algorithm - In class</li> <li>6. What is debugging? - In class</li> </ol>	<ol style="list-style-type: none"> <li>1. Scratch Recap and Revisit– iPads</li> <li>2. Joining Blocks to create a series an algorithm with an outcome - iPads</li> <li>3. Joining Blocks to create a series an algorithm with an outcome - iPads</li> <li>4. Can I create a programme using a given design? – iPads</li> <li>5. Project Design – animation and algorithm- In class</li> <li>6. Evaluating my Design Program- iPads</li> </ol>
Digital Literacy		 <p>Self-image and identity</p>	 <p>Copyright and ownership</p>	 <p>Managing online information</p>  <p>Privacy and security</p>	 <p>Online bullying</p>  <p>Online reputation</p>  <p>Online relationships</p>  <p>Health, well-being and lifestyle</p>	

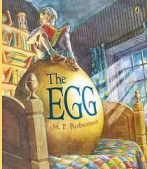


<b>History</b>	<p style="text-align: center;"><b>Festivals and Fawkes</b></p> <p>Historical Event -The Great Fire of London</p> <p>Historical Figure -Guy Fawkes</p> 	<p style="text-align: center;"><b>Explorers</b></p> <p>Local Historical Figure: James Cook</p> 	<p style="text-align: center;"><b>Seaside Holidays– Past and Present</b></p> 
	<ol style="list-style-type: none"> <li>1. What happened during the Great Fire and how do we know?</li> <li>2. Why did the Great Fire burn down so many houses?</li> <li>3. How shall we rebuild London after the Great Fire?</li> </ol> <ol style="list-style-type: none"> <li>1. Part 1 Who was Guy Fawkes and what did he do that makes us burn a guy on Bonfire Night?</li> <li>2. Part 2 What went wrong with the Gunpowder Plot and how do we know?</li> <li>3. How do we celebrate Bonfire Night?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is Captain James Cook? Why is Captain Cook an important historical figure?</li> <li>2. What was life like on a ship in Cook's time? (2 sessions) – One session is class trip to Stewart Park museum</li> <li>3. Where/what did Captain Cook discover on his expeditions?</li> <li>4. How did Captain Cook's his actions help people?</li> <li>5. What were the key events in Captain Cook's life?</li> </ol>	<ol style="list-style-type: none"> <li>1. What was going to the seaside like 100 years ago?</li> <li>2. Why did going on a seaside holiday become popular?</li> <li>3. How have seaside holidays changed over time?</li> <li>4. Visit to Saltburn – Local Victorian Seaside resort</li> </ol>
<b>Geography</b>	<p style="text-align: center;"><b>Awareness of Location and Place Around the World</b></p> 	<p style="text-align: center;"><b>Location and Place - Contrasting Locality</b></p> <p>Let's Visit Australia</p> 	<p style="text-align: center;"><b>Location and Place Our seaside</b></p> 
	<ol style="list-style-type: none"> <li>1. What do we know about the World map?</li> <li>2. What are the oceans and continents of the World?</li> <li>3. Can I locate the major countries of the world?</li> <li>4. How does a compass work?</li> <li>5. Can I map out a journey?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where in the world Is Australia?</li> <li>2. What is the climate and weather like in Australia?</li> <li>3. What is the land like in Australia?</li> <li>4. How do people live in Australia?</li> <li>5. How does Australia compare to the UK?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are our seascides?</li> <li>2. What is the seaside like? Why do we like to go there?</li> <li>3. What will I find at the Seaside?</li> <li>4. What is it like in Saltburn? (Fieldwork)</li> <li>5. How can we keep our beaches clean? How does plastic affect our oceans?</li> </ol>

P.E.	 <p>Games Ball Skills – Hands skill development PPA</p>	 <p>Locomotion – Running in Games Teacher Led</p>	 <p>Gymnastics Linking PPA</p>	 <p>Gymnastics Pathways PPA</p>	 <p>Locomotion Running and Jumping – Outdoor Athletics (sports day) PPA</p>	 <p>Games Rackets, Bats and Balls PPA</p>
	 <p>Dance and Movement Enrichment – Sam J</p>	 <p>Games Ball Skills – Feet skill development PPA</p>	<p>Locomotion - Dodging Enrichment – Sally S</p> 	 <p>Dance and Movement Enrichment – S Jones</p>  <p>Locomotion - Jumping Enrichment – S Short</p>	 <p>Team Building Teacher Led</p>	<p>Health and Wellbeing Enrichment S Short</p> 







MFL	<p><b>Seasons</b> <i>(Les Saisons)</i> Early Language Unit</p> 	<p><b>Transport</b> <i>(Les Transports)</i> Early Language Unit</p> 	<p><b>Animals</b> <i>(Les Animaux)</i> Early Language Unit</p> 
	<ol style="list-style-type: none"> <li>Can you name the 4 seasons in French?</li> <li>What happens in winter?</li> <li>What happens in spring?</li> <li>What happens in summer?</li> <li>What happens in autumn?</li> <li>What is your favourite season and why?</li> </ol>	<ol style="list-style-type: none"> <li>Can you say car and plane in French?</li> <li>Can you say car, plane and boat in French?</li> <li>Can you say car, plane, boat and bus in French?</li> <li>Can you say car, plane, boat, bus and motorbike in French?</li> <li>Can you say car, plane, boat, bus, motorbike and train in French?</li> <li>Can you say car, plane, boat, bus, motorbike, train and lorry in French?</li> </ol>	<ol style="list-style-type: none"> <li>Can you say and write rabbit, lion, duck, sheep and horse in French?</li> <li>Can you say and write monkey, cow, mouse, pig and duck in French?</li> <li>Can you say and write all 10 of the animals we have learnt in this unit so far? (consolidation lesson)</li> <li>Can you spell all of the animal names we have learnt?</li> <li>Can you say 'I am...' and give the name of an animal?</li> <li>What have you learnt in the unit, Les Animaux?</li> </ol>



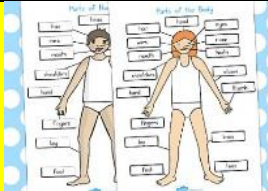
<b>Music</b>	<p style="text-align: center;"><b>Hands, Feet, Heart</b></p> 	 <p style="text-align: center;"><b>Ho Ho Ho</b></p> <p style="text-align: center;"><b>Christmas Performance</b></p>	 <p style="text-align: center;"><b>I wanna play in a band</b></p>	<p style="text-align: center;"><b>Zootime</b></p> 	<p style="text-align: center;"><b>Friendship Song</b></p> 	 <p style="text-align: center;"><b>Celebration Performance</b></p> <p style="text-align: right;"><b>Reflect, Rewind and Replay</b></p>
	<ol style="list-style-type: none"> <li>1. Do you know the song Hands, Feet, Heart by Joanna Mangona?</li> <li>2. Can you play alongside the song?</li> <li>3. Can you improvise alongside the song?</li> <li>4. Can you compose with the song?</li> <li>5. Do you know the song 'You can call Me Al' by Paul Simon? Consolidation of composition of musical sections.</li> <li>6. What have you been learning in this unit of work? Can you put on a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a production? How will this production look different from your end of year production in Year 1?</li> <li>2. How do we communicate thoughts and feelings of a character or songs?</li> <li>3. What do you do if you lose your part?</li> <li>4. How can we make sure that the audience can hear and understand us?</li> <li>5. Look at your performance. What went well? What would you change? How could you improve it?</li> <li>6. Are you ready to perform?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you know the song 'I Wanna Play in a Band' by Joanna Mangona?</li> <li>2. Can you play alongside the song?</li> <li>3. Can you improvise alongside the song?</li> <li>4. Can you compose with the song?</li> <li>5. Do you know the song 'Johnny B. Goode' by Chuck Berry? Consolidation of composition of musical sections.</li> <li>6. What have you been learning in this unit of work? Can you put on a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you know the song 'Zootime' by Joanna Mangona?</li> <li>2. Can you play alongside the song?</li> <li>3. Can you improvise alongside the song?</li> <li>4. Can you compose with the song?</li> <li>5. Do you know the song 'Feel Like Jumping' by Marcia Griffiths? Consolidation of composition of musical sections.</li> <li>6. What have you been learning in this unit of work? Can you put on a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you know the song 'Friendship Song' by Joanna Mangona?</li> <li>2. Can you play alongside the song?</li> <li>3. Can you improvise alongside the song?</li> <li>4. Can you compose with the song?</li> <li>5. Do you know the song 'That's What Friends Are For?' Consolidation of composition of musical sections.</li> <li>6. What have you been learning in this unit of work? Can you put on a performance?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a production? How will this production look different from your end of year production in Year 1?</li> <li>2. How do we communicate thoughts and feelings of a character or songs?</li> <li>3. What do you do if you lose your part?</li> <li>4. How can we make sure that the audience can hear and understand us?</li> <li>5. Look at your performance. What went well? What would you change? How could you improve it?</li> <li>6. Are you ready to perform?</li> </ol>

<b>Art &amp; Design</b>	<p><b>Sparks and Flames</b> Topic Link (Great Fire of London)</p> 	<p><b>Aboriginal Art</b> Topic Link (Captain Cook)</p> 	<p><b>Paper Art</b> Artist Study: Mondrian</p> 
	<ol style="list-style-type: none"> <li>1. What is the difference between foreground and background?</li> <li>2. Who is Rita Greer?</li> <li>3. Can paint be used to create detail?</li> <li>4. Does colour mixing create effect?</li> <li>5. Can art capture emotion?</li> <li>6. How are flames used for decoration?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is aboriginal art?</li> <li>2. Can symbols be used in art?</li> <li>3. What is a dreamtime story?</li> <li>4. Can I use pattern, colour and line to create art?</li> <li>5. Can dots be art?</li> <li>6. Does your art tell a story?</li> </ol>	<ol style="list-style-type: none"> <li>1. Is all paper the same?</li> <li>2. What is a collage?</li> <li>3. Can paper be used to represent an effect?</li> <li>4. Who is Piet Mondrian?</li> <li>5. What is a 3D paper sculpture?</li> <li>6. What is a paper Mache sculpture?</li> </ol>

<b>DT</b>	<p><b>Mechanisms</b> WHEELS AND AXLES</p> <p><b>Vehicles</b></p> 	<p><b>Textiles</b></p> <p>Templates and Joining</p> <p><b>Puppets</b></p> 	<p><b>Food and Nutrition</b> PREPARING FRUIT AND VEGETABLES</p> <p><b>Seaside Smoothy</b></p> 
	<ol style="list-style-type: none"> <li>1. How do wheels make things move?</li> <li>2. How can we attach wheels to create a moving vehicle?</li> <li>3. How can I design a vehicle to transport my egg?</li> <li>4. How can I make my vehicle?</li> <li>5. What do I think about my vehicle now it is finished?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a puppet?</li> <li>2. How do I join materials – gluing and using a template?</li> <li>3. How do I join materials – sewing techniques?</li> <li>4. Can I design a Glove Puppet for a seaside show?</li> <li>5. Can I make a puppet?</li> <li>6. What was my puppet like?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are common seaside snacks?</li> <li>2. Can I design a healthy fruit drink for the seaside?</li> <li>3. Can I prepare fruits safely using different kitchen utensils?</li> <li>4. Can I make a healthy fruit drink for the seaside?</li> <li>5. What do I think of my fruit drink?</li> </ol>

<b>RE</b>	<p><b>Sacred Texts</b> What is the Qur'an and why is it important?</p> 	<p><b>Festivals/Beliefs and Practices</b> How and why do Christians celebrate Christmas?</p> 	<p> <b>Sacred Texts/ Belonging</b> What is the Torah and why is it important?</p>	<p><b>Festivals/Beliefs and Practices</b> What is the Last Supper and why is it important?</p> 	<p><b>Founders and Leaders</b> What did Jesus leave behind?</p> 	<p><b>Founders and Leaders</b> Who is Guru Nanak and why is he important?</p> 
	<ol style="list-style-type: none"> <li>1. What is the Qur'an?</li> <li>2. How do Muslims look after the Qur'an?</li> <li>3. What is in the Qur'an?</li> <li>4. How was the Qur'an written?</li> <li>5. Why is the Qur'an important to Muslims?</li> </ol>	<ol style="list-style-type: none"> <li>1. What and how do we celebrate?</li> <li>2. What do we know about the Christmas story?</li> <li>3. How do Christians celebrate Christmas?</li> <li>4. How do Christians around the world celebrate Christmas?</li> <li>5. How and why do Christians celebrate Christmas?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does sacred mean?</li> <li>2. What is the Torah?</li> <li>3. What language is the Torah written in?</li> <li>4. What is inside the Torah?</li> <li>5. Who was Moses and why is he special?</li> <li>6. What is the Torah and why is it special?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happened at Easter?</li> <li>2. What was Jesus like?</li> <li>3. What is the last Supper?</li> <li>4. How do Christians remember Jesus?</li> <li>5. What is the Last Supper and why is it important?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who was Jesus?</li> <li>2. What is a parable?</li> <li>3. What did Jesus teach people?</li> <li>4. What was the Sermon on the Mount?</li> <li>5. Who were the disciples?</li> <li>6. Why is Jesus important to Christians?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who are our special people?</li> <li>2. Who was Guru Nanak?</li> <li>3. Why is Guru Nanak important to Sikhs?</li> <li>4. How do Sikhs celebrate Guru Nanak's birthday?</li> <li>5. What did Guru Nanak teach Sikhs?</li> <li>6. Why is Guru Nanak important to Sikhs?</li> </ol>

<b>PSHE</b>	<p><b>Health and Well Being - Think Positive</b></p> 	<p><b>Health and Well Being - Safety First</b></p> 	<p><b>Relationships - VIPs</b></p> 	<p><b>Relationships - Growing Up</b></p> 	<p><b>Living in the Wider World - Respecting Rights</b></p> 	<p><b>Living in the Wider World - One World</b></p> 
	<ol style="list-style-type: none"> <li>1. What do my feelings mean?</li> <li>2. How can I manage my feelings?</li> <li>3. What are my goals?</li> <li>4. How can I learn from failure?</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I stay safe online?</li> <li>2. How can I stay safe on and near roads?</li> <li>3. How do I use medicine safely?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is in my family?</li> <li>2. What is physical contact?</li> <li>3. How can we resolve conflict?</li> <li>4. Who can I trust?</li> <li>5. How can we show our special people that we care?</li> </ol>	<ol style="list-style-type: none"> <li>1. What changes are around me?</li> <li>2. How do we change from young to old?</li> <li>3. How does my body change as I grow?</li> <li>4. How are our bodies different?</li> <li>5. What is physical contact?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are rights and what rights do all people share?</li> <li>2. What are my rights as a child?</li> <li>3. How can we show respect for the rights of others?</li> <li>4. What are my rights and responsibilities at home?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why are rules needed in our world?</li> <li>2. How can I help look after the environment?</li> <li>3. Who else looks after our environment?</li> <li>4. Who looks after our community?</li> <li>5. What makes our community different?</li> </ol>

<b>RSE</b>	<p style="text-align: center;"><b>Are there differences between boys and girls?</b></p> 	<p style="text-align: center;"><b>Male and Female Animals</b></p> 	<p style="text-align: center;"><b>Naming Body Parts</b></p> 
	<ol style="list-style-type: none"> <li>1. Introduce the concept of gender stereotypes</li> <li>2. Identify differences between males and females</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore some of the differences between males and females and to understand how this is part of the lifecycle</li> </ol>	<ol style="list-style-type: none"> <li>1. To recognise sexual differences and name body parts</li> </ol>