



LONG TERM PLANNING
Reception, Year 1 & Year 2

NEW Year R						
Main Theme but not limited to...	Autumn 1 Marvellous Me	Autumn 2 Feathered Friends Christmas	Spring 1 On the Water	Spring 2 Amazing Africa	Summer 1 Traditional Tales	Summer 2 Minibeasts
Enriching experiences	Home visits Family photos brought in Scavenger hunt bags from summer visits. Allotment visits Harvesting fruit and veg Making apple crumble Woodland School	Owl Visit from Huxley's Birds of Prey Lapland Day Woodland School RE link Church visit	On the Water Hook Day River walk in Godalming Woodland School	Greengrocer or Supermarket Visit Making fruit kebabs Woodland School	Perform workshop Duck eggs/Ducklings Woodland School	The Lookout Discovery Centre Trip InsectLore Caterpillars Woodland School
Key Texts to include	Pete the Cat Rocking in my School Shoes Poems/Rhymes of the week incl Poetry Basket	Owl Babies The Silent Owl Night Monkey Day Monkey Christmas texts	The treasure of pirate Frank The Pirates next door Lost and Found by Oliver Jeffers Clean Up by Nathan Bryon	Handa's Surprise Handa's Hen	3 Billy Goats Gruff The Ugly Duckling	What the Ladybird Heard (plus sequels) Snail Trail by Ruth Brown Mad About Minibeasts by Giles Andreas
Characteristics of Effective learning	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile	Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin	Exploring Eagle Expert Elephant Go for it Gorilla Concentrating Crocodile Persevering Parrot Proud Peacock Creative Chameleon Slinky Linky Snake Determined Dolphin
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Settling in – establishing strong, warm and supportive relationships with adults Class rules Managing personal needs	Developing skills of assertion, negotiation and compromise. Making choices in own play. Awareness of own feelings – introduce Zones of Regulation	Resolving conflict and awareness of others' needs. Sharing our knowledge What am I good at?	Finding compromise Exploring different relationships. Targets	Celebrating friendships, communities and social groups. Understanding feelings of	Transition Building confidence Resolving disagreements Managing feelings when

Making relationships Sense of Self Understanding Emotions	independently eg toileting and snack bar. Sense of blonging and aware of similaries and differences between self and others. Sharing and taking turns Meditation Monday		Trying new things, seeking adult support where needed. Awareness and sensitivity to own and others' emotions. Repeairing relationships or sitiations. Zones of Regulation	Problem solving / persever-ance. What am I good at/getting better at? Zones of Regulation	ourselves and others Standing up for ourselves Working cooperatively Confidence when speaking to others. Zones of Regulation	wishes cant be met Zones of Regulation
COMMUNICATIO N & LANGUAGE Listening and Attention Understanding Speaking	Enjoying a range of stories, both whole class and small group. Responding to interactions by teachers and peers. Develop vocabulary to speak about themselves and their families (using family photos brought in from home)	Following instructions Listening to my friends Following more detailed instructions e.g. two parts. Using talk in the everyday. Building up new vocabulary.	Listens and responds with relevant contributions Showing understanding through retelling of stories (ongoing link to Talk for Writing) Using language in their own story retelling.	Making relevant comments and asking questions Using words such as who, why, when, where Using talk to organise, sequence and clarify thinking, ideas, feelings and events.	Engaging in back and forth interactions with adults and other children Noticing patterns, making predictions in stories. Explaining how and why things happen (link to duck eggs)	Using questions to clarify understanding in conversation Following and creating stories without picuterres or props (on the spot stories) Expressing ideas in full sentences with correct use of tenses.
PHYSICAL DEVELOPMENT	Gross Motor Develop skills to use play equipment safely e.g. Pepperpot climbing frame. Moving and handling across and around obstacles in the playground. Fine Motor Opportunities to engage in activities such as small world, puzzles, art and craft with specific tools and support from adults. Pencil control and grip – Crocodile Snap	Gross Motor Develop skills to use bikes and trikes safely PE –6 week block: Moving in time to music – linked to nativity dances Develop coordination, positional awarenss through a range of movements. Fine Motor Focus on scissor skills and tools eg in workshop. Pencil control and grip – Crocodile Snap	Gross Motor Develop skills to use indoor <u>low level PE equipment</u> safely PE –6 week block: 2 weeks moving in time to music, 2 weeks gymnastics, 2 weeks games Develop coordination, positional awarenss through a range of movements. Fine Motor Developing skills with a range of tools e.g. scissors, hole punch, tape dispenser in order to make changes to materials. Pencil control and grip – Crocodile Snap	Gross Motor Develop skills to use indoor <u>large PE equipment</u> safely PE –6 week block: 2 weeks moving in time to music, 2 weeks gymnastics, 2 weeks games Develop coordination, positional awarenss through a range of movements. Fine Motor Selecting appropriate tools for a specific effect. Using tools in a controlled way. Pencil control and letter formation	Gross Motor Develop outdoor games skills and team games (Sports Day prep) PE –6 week block: Develop coordination, spatial awarenss, negotiation of space and obstacles. Fine Motor Selecting appropriate tools for a specific effect. Using tools in a controlled way – increasing accuracy and care. Pencil control and letter formation	Gross Motor Develop outdoor games skills and team games (Sports Day prep) PE –6 week block: Develop coordination, spatial awarenss, negotiation of space and obstacles. Fine Motor Selecting appropriate tools for a specific effect. Using tools in a controlled way – increasing accuracy and care. Pencil control and letter formation

LITERACY	<p>Reading Joining in with rhymes, poems and stories together Phase 1 skills – hearing and recognising alliteration, rhyme, initial sounds, oral blending, sounds in the environment Awareness of information being relayed through signs and symbols. Retelling stories from wordless books</p>	<p>Reading To start to link letters to sounds. To orally blend and segment simple cvc words. Begin to recognise some high frequency and irregular (tricky) words Begin to decode books which match phonics taught Exploring a range of print and digital books, fiction and non fiction.</p>	<p>Reading Continue to develop phonic knowledge and blends these sounds to read words and simple sentences. Continue to recognise increasing repertoire of high frequency and irregular (tricky) words Describing main story settings, events and main chaacters with increasing detail (links to T4W) Discussing and stories or information which children have read or had read to them.</p>	<p>Reading Continue to develop phonic knowledge and blends these sounds to read words and simple sentences. Continue to recognise increasing repertoire of high frequency and irregular (tricky) words Use vocabulary and forms of speech influenced by books and include these in their play.</p>	<p>Reading Read aloud and understand simple sentences matched to phonic ability. Say the sound for each letter of the alphabet and 10 or more digraphs. Use phonic knowledge to decode regular words. Sound blending with increasing fluency. Read some common irregular words.</p>	
	<p>Writing Gives meaning to marks Attempting to write own name or other names and words e.g. family names Represents knowledge and experiences in drawings and paintings.</p> <p>Mornings – identifying own name and sticking up</p>	<p>Writing Uses some marks and letters to communicate meaning. Using writing in our play e.g. to write labels or lists. Writing recognisable letters in sequence. Writing own name with increasing accuracy.</p> <p>Mornings – tracing own name and sticking up</p>	<p>Writing To write labels and captions to accompany a given or own picture. Using writing in our play e.g. to write labels, lists, cards, invitations. Begin to break the flow of speech into words. Attempts to write short sentences.</p> <p>Mornings – writing own name and sticking up</p>	<p>Writing To write labels and captions to accompany a given or own picture. Using writing for a purpose e.g. to write labels, lists, cards, invitations, to recount events, to share a message Break the flow of speech into words – awareness of finger spaces. Attempts to write short sentences.</p> <p>Mornings – writing own name and sticking up</p>	<p>Writing Writing recognisable letters with correct formation. To write short sentences that can be read by themselves and others. Spell words by segmenting the recording letter sounds in sequence. See the purpose of writing and increase stamina. Be able to review own writing using Go Go Green and Uh Oh Orange.</p> <p>Mornings – writing a caption in response to a picture on the IWB</p>	
PHONICS	Autumn Wk1,2,3 Phase 1 See Little Wandle Phonics Plans					
MATHEMATICS	<p>Getting to know you (including positional language)</p> <p>Just Like Me</p>	<p>It's 1, 2, 3 Representing, comparing, composition of 1, 2 & 3, circles, triangles and positional language</p>	<p>Alive in 5! Introducing zero, comparing numbers to 5, composition of 4 & 5, compare mass, compare capacity</p>	<p>Building 9 & 10 9 & 10, comparing numbers to 10, bonds to 10, 3D shape and pattern</p> <p>Consolidation</p>	<p>To 20 and beyond Building numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate, manipulate</p>	<p>Find My Pattern Doubling, sharing, grouping, even, odd, spatial reasoning, visualise and build</p>

	(match and sort, amounts, size, mass, capacity, pattern)	Light and Dark Representing numbers to 5, one more, one less, shapes with 4 sides, time	Growing 6, 7, 8 6, 7 & 8, making pairs, combining 2 groups, length, height and time		First, then, now Adding more, taking away, spatial reasoning, compose and decompose	On the Move Deepening understanding, patterns and relationships
UNDERSTANDING THE WORLD Past and Present People and Communities The Natural World HIST GEOG RE SCI	Birthdays My family Where is the school allotment and what happens there? Why do we grow food? What is harvest? Where do fruit and veg grow? How do we make apple crumble? (harvest apples form allotment, plan and source ingredients) Woodland School – introduction – Morning Only	To make observations of animals. Know the features of a bird. To talk about changes. To remember and talk about significant events in their own experience. Birthdays, special events / weekly news, Halloween, Bonfire Night, Diwali, Christmas, Christmas presents and traditions in the past. Woodland School	To know the features of boats and other objects found on the water. To know that some objects float and sink. To have awareness of significant boats e.g. The Titanic. Where is the river in our community? How does the river help us and animals in Godalming? How was the river used in the past? Woodland School	To talk about different environments and how they might differ e.g. England and Africa. To talk about the similarities and differences in relation to friends and family. To know other children do not always share the same experiences. To identify a range of animals and their habitats To talk about different environments and how they might differ. Woodland School	Can talk about some of the things they have observed e.g. animals and objects How have traditional tales changed and been shared in families? What stories did we like as babies? Royal Family History (Current Monarch, Platinum Jubilee) Woodland School	To know features of mini beasts. Can talk about some of the things they have observed e.g. plants, animals and objects. Show care and concern for living things. To make observation of animals and plants. To talk about growth, decay and changes. Recognise and describe special times and events Talk about our year as a class and moving on (transition links) Woodland School
R.E	Who am I, and where do I belong? • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g., Jesus/Prophet)	Why do we have celebrations? • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day', and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations	What makes a place special? • Some people have spaces that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places	What can we learn from stories? • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) • Some stories are about special	What makes something special? • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think about God • Memories can be special	What makes our world wonderful? • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books • Others believe that our amazing world came about naturally and is best explained by scientists, making

	Muhammad/Moses)					observations and measurements (link to Science curriculum)
MUSIC ACROSS ALL TERMS	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. • play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. • listen with concentration and understanding to a range of high-quality live and recorded music – recorded music on Charanga. • experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology. 					
(MUSIC) Understanding of the World KAPOW UNITS	Familiar Songs and Rhymes Set up continuous provision (as per Kapow Long Term Planning)	Christmas performance songs Christmas songs carols EXPLORING SOUND Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sound sin the environment.	CELEBRATION MUSIC Learning about the music from a range of cultural and religious celebrations, including Diwali, Hannukkah, Kwankzaa and Chistmas.	(Handas Surprise) Kye Kye vKule MUSIC AND MOVEMENT Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	(Traditional tales) MUSICAL STORIES A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	(Minibeasts) BIG BAND Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
EXPRESSIVE ARTS & DESIGN	Artist - Frida Kahlo COLOUR To form simple images. To add details for effect. Self Portraits	Artist - Alexander Calder FORM and SPACE Handling, feeling and enjoying manipulating materials. (Clay Owls) -Constructing, building and destroying, shape and model. Manipulates materials to achieve a planned effect. Clay Diva lamps. Christmas cards Christmas decoration	Artists – Richard Long TEXTURE (Collage) Water images and sea scapes Explores what happens when they mix colours. Constructs with a purpose in mind. Boats	Artist – Chris Offili COLOUR and PATTERN To use colour for purpose. Understand that different media can be combined to create new effects. African jewellery, African animals.	Artist - Monet (Bridge, lilipads linked to Ugly Duckling) COLOUR, LINE and SHAPE Understand that different media can be combined to create new effects. Collage ducklings	Artist – Alma Thomas LINE and SHAPE (Drawing) COLOUR – watercolours Constructs with a purpose in mind. Manipulates materials to achieve a planned effect. Experiments to create different textures. 3D mini beasts – clay ladybirds Animal habitats

Year 1						
Topic Title	Autumn 1 Busy Bodies Science/ART/ HISTORY HOOK DAY- HEALTHY HABITS FOR BUSY BODIES	Autumn 2 Let's Celebrate! (celebrations around the world, light) DT/GEOG/RE HOOK DAY- - Godalming and us	Spring 1 Commotion in the Ocean History/Geog HOOK DAY- FINDING NEMO HOOK DAY – THE TITANIC	Spring 2 I'll Huff and I'll Puff! (The 3 Little Pigs) Science / DT HOOK DAY- CONSTRUCTION SITE FOR 3 LITTLE PIGS	Summer 1 What's at the end of our garden? (allotment) SCIENCE/ART Visit: Rabbi	Summer 2 Backpacks and passports (transport to travel around the world) Geography/DT/HISTORY HOOK DAY- TRIP TO BROOKLANDS
ENGLISH	Reading <ul style="list-style-type: none"> • Match graphemes for all phonemes • Read accurately by blending sounds • Read words with very common suffixes • Read contractions & understand purpose • Read phonics books aloud • Link reading to own experiences • Join in with predictable phrases • Discuss significance of title & events • Make simple predictions Writing <ul style="list-style-type: none"> • Name letters of the alphabet • Spell very common 'exception' words • Spell days of the week • Use very common prefixes & suffixes • Form lower case letters correctly • Form capital letters & digits • Compose sentences orally before writing • Read own writing to peers or teachers 			Grammar <ul style="list-style-type: none"> • Leave spaces between words • Begin to use basic punctuation: . ? ! • Use capital letters for proper nouns. • Use common plural & verb suffixes Speaking & Listening <ul style="list-style-type: none"> • Listen & respond appropriately • Ask relevant questions • Maintain attention & participate 		
	Book: The Gotcha SMile Funny Bones Busy Body poetry You TUBE CLIPS	Non-fiction book Firework poetry FireworkFirework poetry Firework Display poster Diwali Christmas instructions https://www.purplemash.com/#app/pup/fireworkspoem1	Fiction book –rhythmic fiction Commotion in the ocean Winter poem https://www.purplemash.com/#m/#app/pup/winterpoem Non-fiction Non fiction fish https://www.purplemash.com/#m/#app/pup/fish	Book- 3 Little Pigs –materials The Three Little Pigs https://www.purplemash.com/#app/pap/fairy_stories/3_pigs Non-fiction –materials	Book - Jack and the beanstalk Jim and the giant Plant poetry Explantaion Purple mash topic plants explanation leaflets	Book- Transport poems and raps Non-fiction –recount of trip to Brooklands Fiction: Billy's bucket/Journey storiesYou tube clips Flat Stanley

		https://www.purplemash.com/#app/pup/fireworkdisplayposter Postcard from Santa https://www.purplemash.com/#app/postcards/santa Santa Letter https://www.purplemash.com/#app/pup/santaletter				Mrs Armitage on Wheels - by Quentin Blake
MATHS White Rose Maths scheme	Number Place value, addition and subtraction (within 10)	Number Addition and subtraction (within 10) Place value (within 20) Geometry Shape WRM Assessments	Consolidation Number Addition and subtraction (within 20) Place value (within 50)	Number Place value (within 50) Measurement Length, height, weight and volume Consolidation WRM Assessments	Consolidation Number Multiplication, division and fractions	Geometry Position and direction Number Place value (within 100) Measurement Money and time WRM Assessments
MATHS Old?	Number/Calculation Count to / across 100 <ul style="list-style-type: none"> Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 add and subtract one-digit and two-digit 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Geometry & Measures Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years 		

	<p>numbers to 20, including zero</p> <ul style="list-style-type: none"> Solve one-step problems, including simple arrays 			<ul style="list-style-type: none"> Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$ <ul style="list-style-type: none"> A-fish-metic https://www.purplemash.com/#app/games/mg2/afishmetic 		
SCIENCE	<p><u>Animals, including humans</u></p> <p>Espresso Animal life Body parts</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>(including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways performing simple tests-body and exercise 	<p><u>Seasonal changes -1 week each term</u></p> <p>observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p><u>Animals, including humans</u></p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Mammals or Reptiles</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying <p>Animals Grouping (carnivore/herbivore etc)</p>	<p><u>Seasonal changes -1 week each term</u></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Materials</u></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>(Including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem).</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment 	<p><u>Seasonal changes- 1 week each term</u></p> <ul style="list-style-type: none"> observe changes across the four seasons <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment

	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Woodland School link to senses</p>	Woodland School link to seasonal changes	Woodland School link to animals in the woods, tracking prints etc.	<p>(Hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Study a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.)</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying gathering and recording data to help in answering questions. <p>Woodland School link to materials for shelters and dens</p>	<ul style="list-style-type: none"> performing simple tests identifying and classifying <p>Woodland School link to identify and name plants and trees</p>	<ul style="list-style-type: none"> identifying and classifying <p>Woodland School link to seasonal changes.</p>
Topic Title	<p>Autumn 1 Busy Bodies</p> <p>Science/DT/ HISTORY</p> <p>HOOK DAY- HEALTHY HABITS FOR BUSY BODIES</p>	<p>Autumn 2 Let's Celebrate! (celebrations around the world, light)</p> <p>ART /GEOG/RE</p> <p>HOOK DAY- - Godalming and us</p>	<p>Spring 1 Commotion in the Ocean</p> <p>History/Geog</p> <p>HOOK DAY- FINDING NEMO HOOK DAY – THE TITANIC</p>	<p>Spring 2 I'll Huff and I'll Puff! (The 3 Little Pigs) Science / DT</p> <p>HOOK DAY- CONSTRUCTION SITE FOR 3 LITTLE PIGS</p>	<p>Summer 1 What's at the end of our garden? (allotment)</p> <p>SCIENCE/ART</p> <p>Trip: Mosque</p>	<p>Summer 2 Backpacks and passports (transport to travel around the world) Geography/DT/HISTORY</p> <p>HOOK DAY- TRIP TO BROOKLANDS</p>

GEOGRAPHY		<p>Celebrating our school and the local area of Godalming, including maps.</p> <p>Local walks and mapping:</p> <ul style="list-style-type: none"> • simple fieldwork and observational skills <p>Our journey to school. Study the geography of Moss Lane, including the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Godalming; devise a simple map; and use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p><i>Crossover on continents and oceans – an understanding of where the Atlantic Ocean is and a geographical understanding of where Titanic travelled.</i></p> <ul style="list-style-type: none"> ▪ <i>Built in Belfast.</i> ▪ <i>Maiden voyage in Southampton.</i> ▪ <i>Docked in Cherbourg, France and Queens-town, County Cork, Ireland.</i> ▪ <i>Headed for New York across the Atlantic Ocean.</i> 	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Seaside comparison between a UK beach and a non-European tropical beach.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>Identify seasonal patterns in the United Kingdom.</p> <p>Name the four seasons and develop a strong understanding of weather patterns throughout the year.</p> <p>Be able to compare seasons and seasonal change.</p> <p>Analyse geographical data by using simple terms such as wettest and driest.</p> <p>Compare UK seasonal and daily weather patterns to a contrasting non-European location – India.</p>
HISTORY	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p> <p>Significant historical events, people and places in their own locality.</p>					
	<p>Florence Nightingale & Mary Seacole</p> <p>Lives of significant individuals in the past who have contributed to national achievements. Chronology and timeline.</p>		<p>Titanic – Building, Journey and Sinking of the Titanic</p> <p>Events beyond living memory that are significant nationally or globally.</p>		<p>Gertrude Jekyll</p> <p>Significant historical events, people and places in their own locality.</p>	<p><i>Suggested cross-curricular links by looking at the history of transport and changes within living memory, including:</i></p>

	<p>Ask and answer questions to boost a historical understanding.</p> <p>Changes within living memory. Florence Nightingale & Mary Seacole versus modern day nursing.</p> <p>Significance of the introduction of the NHS.</p> <p>Diversity changes within nursing.</p> <p>Re-enactment of hospital life during the Crimean War.</p>		<p>Significant historical events, people and places in their own locality.</p> <p>Non-fiction talk for writing. Show some knowledge and understanding of stories about the past e.g. by retelling in own words</p> <p>Use everyday terms, e.g. next, later and objects and pictures to sequence few events in chronological order.</p> <p>Show awareness that things may be different today compared to earlier times.</p> <p>Recognise that their own lives are different from the lives of people in the past.</p> <p>Find answers to some simple questions about the past from sources of information.</p>		<p>Local horticulturist and artist.</p> <p>Internationally and nationally recognised for her work regarding flower beds.</p> <p>As an artist she inspired JMW Turner's impressionism and creation of the colour wheel.</p> <p><i>Suggested art and science cross-curricular links.</i></p> <p><i>Potential trip to Wisley Gardens.</i></p>	<p><i>Brooklands visit – transport past and present</i></p> <p><i>First Plane Flight in Britain.</i></p> <p><i>Lives of significant individuals in the past who have contributed to national achievements.</i></p> <p><i>Comparison of how people travel abroad nowadays.</i></p> <p><i>Explorers old/new=Christopher Columbus v Ranulph Fiennes.</i></p> <p><i>Amelia Earhart and Amy Johnson.</i></p> <p><i>Aeroplanes =Wright brothers.</i></p>
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D & T	<p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p>Evaluate build</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Structures, exploring how they can be made stronger, stiffer and more stables Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
		<p>Food</p> <p>(Please refer to ‘Projects on a Page’ documents)</p> <p>Vegetable themed - salad</p> <p>(Links with Let’s Celebrate topic)</p>		<p>Structures</p> <p>(Please refer to ‘Projects on a Page’ documents)</p> <p>Houses</p> <p>(Links with The Three Little Pigs topic— I’ll Huff and I’ll Puff)</p>		<p>Mechanisms</p> <p>(Please refer to ‘Projects on a Page’ documents)</p> <p>Sliders and Levers</p> <p>(Links with Transport topic— Backpacks and Passports)</p>
ART & DESIGN Drawing Print making Paint Textiles Sculpture Collage artists	<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 techniques in using colour, pattern, texture, line, shape, form and space 					
	<p>Focus Techniques: Colour/ Line and Shape (Please refer to Art—Progression of Skills document)</p> <p>(Topic: Busy Bodies)</p> <p>Drawing – mark making</p>		<p>Focus Techniques: Texture/ Form and Space (Please refer to Art—Progression of Skills document)</p> <p>(Topic: Commotion in the Ocean)</p> <p>Marbling— fish</p>		<p>Focus Techniques: Pattern/ Woodland School (Please refer to Art—Progression of Skills document)</p> <p>(Topic: What’s at the end of our garden?)</p>	

	<p>Colour mixing</p> <p>Abstract self portraits</p> <p>Suggested Artists: Kandinsky / Picasso</p>		<p>Clay fish – texture and pattern</p> <p>Suggested Artist: Sharon Cummings</p>		<p>Leaf/ vegetable/ flower - patterns and prints/</p> <p>Observational drawings/ paintings</p> <p>Suggested Artist: Gertrude Jekyll</p>	
COMPUTING	<ul style="list-style-type: none"> • One online safety lesson every half term • 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 • 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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
	<p>Online safety 1.1 SMART POSTER</p> <p>To login in safely</p> <p>To introduce idea of ownership of their work</p> <p>1.1</p> <p>To search purple mash to find resources</p> <p>To know some topics in topics section</p> <p>To know how to find saved work</p> <p>1.2 Grouping and sorting- Healthy food</p> <p>To classify fruit using a range of criteria</p> <p>To explore tools on purple mash</p> <p>1.9 Use technology purposefully</p>	<p>Online safety 1.1</p> <p>Use technology safely and respectfully</p> <p>Keep personal information PRIVATE</p> <p>Identify where to go for help if concerned about content or contact on in online technologies</p> <p>1.3 Pictograms</p> <p>To understand data can be represented in picture format</p> <p>Contribute to a class pictogram</p> <p>To use a pictogram to record results of an experiment</p> <p>Use technology purposefully</p> <p>1.9</p> <p>Technology outside school</p> <p>Record examples of technology outside school</p>	<p>Online safety 1.1 SMART POSTER</p> <p>Use technology safely and respectfully</p> <p>Keep personal information PRIVATE</p> <p>Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.5</p> <p>Maze Explorers (sea creature maps under the sea)</p> <p>Talk about or show what an algorithm is on digital devices</p> <p>Use basic directional keys</p> <p>Create and debug a set of precise instructions</p> <p>Change and extend an algorithm.</p> <p>Reason why devices are behaving in a certain way</p>	<p>Online safety 1.1</p> <p>Use technology safely and respectfully</p> <p>Keep personal information PRIVATE</p> <p>Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.4 Lego builders (3 little pigs homes)</p> <p>Emphasise importance of following instructions</p> <p>Follow and create simple instructions on the computer</p> <p>Consider how the order of instructions affects the results</p> <p>1.9 Use technology purposefully</p>	<p>Online safety 1.1 SMART POSTER</p> <p>Use technology safely and respectfully</p> <p>Keep personal information PRIVATE</p> <p>Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.6</p> <p>Animated Story Books</p> <p>Create an e story</p> <p>Add animation</p> <p>Add sound including voice and music</p> <p>1.1</p> <p>To know how to find saved work</p> <p>1.9 Use technology purposefully</p>	<p>Online safety 1.1</p> <p>Use technology safely and respectfully</p> <p>Keep personal information PRIVATE</p> <p>Identify wjhere to go for help if concerned about content or contact on in online technologies</p> <p>1.8 Spreadsheets</p> <p>Add images to a spreadsheet and image toolbox</p> <p>Using the speak and count tools in 2 Calculate to count items (transport at museum)</p> <p>1.9 Use technology purposefully</p>

			<p>1.1.To become more familiar with icons To start to add pictures and text to work To know how to find saved work</p> <p>Use technology purposefully</p>			
RELIGIOUS EDUCATION Blocked units	<p>CHRISTIANITY: Why do Christians call God ‘creator’?</p> <ul style="list-style-type: none"> • ‘Create’ / ‘creation’ / ‘creator’ • Biblical creation story • God as ‘creator’ of the world & in other parts of the Bible • Celebration of Harvest 	<p>CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians?</p> <ul style="list-style-type: none"> • ‘Nativity’ as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus’ birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 	<p>CHRISTIANITY: What do Christians learn from stories of Jesus?</p> <ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human ‘like us’ and divine, ‘like God’ • Jesus’ stories (‘parables’) & miracles • Christians as ‘followers’ of Jesus • End with Easter story and symbols 	<p>THEMATIC: Why do people tell stories?</p> <ul style="list-style-type: none"> • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Stories linked to festivals from prior learning across units; add Hanukkah* / Purim* • Aesop’s Fables / Huge Bag of Worries / The Memory Tree <p>This unit will explore how stories are important to people of different faiths and beliefs as a way of expressing meaning, sharing morals and providing comfort in challenging times.</p>	<p>JUDAISM: What is the Torah and why is it so important to Jewish families?</p> <ul style="list-style-type: none"> • What makes a book special? • Torah is special as it contains God’s words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it’s treated & where it ‘lives’ 	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p> <ul style="list-style-type: none"> • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week
PHSE & RSE	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel 	<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • safety in familiar situations • about personal safety • about people who help keep them safe 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what can go into bodies and how it can make people feel • about what can go on 	<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money

		outside the home	home and school <ul style="list-style-type: none"> about being co-operative with others 	to bodies and how it can make people feel	<ul style="list-style-type: none"> about active playground games from around the world about sun-safety 	<ul style="list-style-type: none"> about saving money and how to keep it safe about the different jobs people do
MUSIC	MUSIC – All Terms <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. listen with concentration and understanding to a range of high-quality live and recorded music – recorded music from a range of resources. experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology.					
Kapow Units	Pulse and Rhythm – All About Me Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	Pitch and Tempo – Superheroes Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	Musical Vocabulary - Under The Sea Exploring key musical vocabulary.	Timbre and rhythmic patterns - Fairy Tales Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	Classical music, dynamics and tempo – Animals Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.	Vocal and body sounds - By The Sea Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.
Other music	Harvest songs	Fireworks / Divwali songs Christmas play songs Chistmas Songs for Godalming Switching on the Lights	Easter Songs	Easter songs	Yr 1 St Hilary's Music festival Aspire to Bee me	
PE	Develop balance, agility and coordination, and begin to apply these in a range of activities. Gymnastics		Perform dances using simple movement patterns. Dance Move like sea creatures and the ocean, “Under the Sea by Little Mermaid!”	Master basic movements including running, jumping, throwing and catching. Games large ball skills , small ball skills	Master basic movements including running, jumping, throwing and catching. Games/Athletics	Participate in team games, developing simple tactics for attacking and defending. Team games/Sports Day

	Stretching and curling , balancing, sequencing		perform a sequence to that song up to approx. 1 minute		Obstacle courses and related skills e.g. skipping, dodging, sprinting etc.	Hockey, cricket, and sports day skills
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Year 2 Long term planning

Topic Title	Autumn 1 Out of the Ashes	Autumn 2 Island Adventures	Spring 1 Icebergs Ahoy!	Spring 2 Many moons ago	Summer 1 Wild Things	Summer 2 Wild Things
ENGLISH	Reading <ul style="list-style-type: none"> Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions Begin to make inferences Writing <ul style="list-style-type: none"> Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading 			Grammar <ul style="list-style-type: none"> Use . ! ? , for lists and ' for contracted forms and the possessive (singular) Use simple conjunctions Begin to expand noun phrases Use some features of standard English Sentences with different forms: statement, question, exclamation, command Speaking & Listening <ul style="list-style-type: none"> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding 		
	Books At the Beach Flotsam Tortuga	Book- Toby and the Great Fire of London Vlad and the Great Fire of London Owl Moon Owl Moon (Theme book for display)	Book- Samson's Titanic Journey N/F texts about Titanic Newspaper article about the sinking headlines	Book- The Egg The Journey The crocodile who didn't like water	Book Were the wild things are Wild Aaaarrgghh Spider!	Book Were the wild things are Wild Aaaarrgghh Spider!
MATHS old ?	Number/Calculation <ul style="list-style-type: none"> Know 2, 5, 3, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication Geometry & Measures Know and use standard measures <ul style="list-style-type: none"> Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds 					

	<ul style="list-style-type: none"> Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d surfaces Order and arrange mathematical objects Use terminology of position & movement <p>Fractions</p> <ul style="list-style-type: none"> Find and write simple fractions Understand equivalence of e.g. $2/4 = 1/2$ <p>Data</p> <ul style="list-style-type: none"> Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling 					
MATHS White Rose Maths scheme	Number Place value, addition and subtraction	Number Addition, subtraction, multiplication and division Measurement Money Consolidation WRM Assessments	Number Multiplication and division Statistics	Geometry Properties of shape Number Fractions WRM Assessments	Measurement Length and height Geometry Position and direction Consolidation and problem solving SATS	Measurement Time, mass, capacity and temperature Consolidation WRM Assessments
Topic Title	Autumn 1 Out of the Ashes	Autumn 2 Island Adventures	Spring 1 Icebergs Ahoy!	Spring 2 Many moons ago	Summer 1 Wild Things	Summer 2 Wild Things
SCIENCE	Everyday Materials continued Working Scientifically <ul style="list-style-type: none"> Identify and classify Ask simple questions and recognise that they can be answered in different ways Gather and record data to help answer questions Observe closely using simple equipment 	Everyday Materials Properties of materials <ul style="list-style-type: none"> Identify and compare 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 squashing, bending, twisting and stretching. Working scientifically comparing materials and finding out how the shapes of solid objects can be changed. 	Animals including humans <ul style="list-style-type: none"> 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. (Egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include	Animals including <u>humans</u> continued Working Scientifically <ul style="list-style-type: none"> Identify and classify Gather and record data to help answer questions Ask simple questions and recognise that they can be answered in different ways Use his/her observations and ideas to suggest answers to questions Observe closely using simple equipment 	Living things and their habitats <ul style="list-style-type: none"> Explore/compare differences between things that are living, dead, and 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 	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 Working Scientifically <ul style="list-style-type: none"> Perform simple tests Ask simple questions and recognise that they can be answered in different ways Use his/her observations and ideas to suggest answers to questions Observe closely using simple equipment

		<ul style="list-style-type: none"> Waterproofing <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Use his/her observations and ideas to suggest answers to questions Gather and record data to help answer questions Observe closely using simple equipment Identify and classify <p>Woodland School link to materials for den building and fire making</p>	<p>reference to baby, toddler, child, teenager, and adult.)</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Identify and classify Ask simple questions and recognise that they can be answered in different ways Use his/her observations and ideas to suggest answers to questions. Observe closely using simple equipment <p>Woodland School link to survival and life cycles</p>		<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, (simple food chain, and identify and name different sources of food.) <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Use simple equipment to observe closely Ask simple questions and recognise that they can be answered in different ways Use his/her observations and ideas to suggest answers to questions Observe closely using simple equipment <p>Woodland School link to living things and their habitats</p>	Woodland School link to what plants need to grow
GEOGRAPHY	Out of the Ashes	<p>Island Adventures</p> <p><u>Locational geography</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Maps, mapping</u></p> <p>Select appropriate information from given secondary resources.</p> <p>Devise simple picture maps (and, if appropriate, draw lines and shapes using a straight edge using basic symbols in a key.</p> <p>Use aerial/satellite photographs and maps at the same scale to recognise landmarks and basic human and physical features on the photograph and the map.</p> <p>Use simple compass directions (N,S, E & W) and locational</p>	Iceberg's Ahoy!	Many moons ago	<p>Wild Things</p> <p><u>Locational and Physical Geography</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Develop an understanding of different seasonal changes in countries around the world based on their position to the Equator.</p> <p>Identify simple and broad geographical seasonal and daily weather patterns.</p> <p>Choose and use appropriate units to estimate and measure (e.g. temperature in degrees Celsius) to the nearest appropriate unit, using appropriate equipment (e.g. thermometers).</p>	<p>Wild Things</p> <p>Studying a contrasting non-European (St. Lucia) country</p> <p><u>Skills/fieldwork</u></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map; use and construct basic symbols in a key.</p> <p>Use world maps, atlases and globes to identify distance between UK and St. Lucia.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><u>Place knowledge</u></p> <p>Understand geographical similarities/differences through study. Express views about places</p>

		<p>and directional language (e.g. near & far, left & right) to describe the location of features and routes on a map</p> <p>Use number/letter grid references to specify position on maps of different scales.</p> <p>Name and locate large scale features (continents and oceans) on world maps and simple atlases and globes.</p> <p>Name and locate some countries, capital cities and seas, e.g. of the UK (i.e. England, Scotland, Wales and Northern Irelands) on maps and globes.</p> <p>Estimate relative distances using terms such as nearer than and further away</p>			<p>Cross-curricular opportunities with maths based on the Equator and spherical shape of the Earth.</p> <p>Cross-curricular opportunities with Science based on seasonal changes in the atmosphere and on animals and their ability to adapt to different climates. Climate change.</p>	<p>and recognise the impact of people's action on these.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
HISTORY	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Titanic</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality</p>					
	<p>Out of the Ashes</p> <p>Great fire of London</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Chronology - Arrange events or objects in chronological order on a simple timeline.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Island Adventure</p>	<p>Icebergs ahoy!</p> <p>Titanic – People on board and the impact</p> <p>Case study of Jack Phillips</p> <p>Significant historical events, people and places in their own locality.</p> <p>Events of local importance & significant local people.</p> <p>Jack Phillips' early life and how it shaped his career.</p>	<p>Many moons ago</p> <p>Comparing then and now</p> <p>Comparing Queen Victoria and Queen Elizabeth II and their reigns.</p> <p>Comparing similarities and differences between:</p> <ul style="list-style-type: none"> - Childhood - Family - Marriage 	<p>Wild Things</p>	<p>Wild Things</p>

	<p>Ask and answer questions to boost a historical understanding.</p> <p>Show awareness that actions have consequences.</p> <p>Significance of fire safety implementations following the events.</p>		<p>Jack Phillips' role as Chief Operator, the use of morse code and his importance during the sinking of Titanic.</p> <p>Looking at how the different classes were treated on board, survivors accounts and understanding the lasting impact.</p> <p>Recognise differences and similarities between ways of life in the past.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Titanic.</p> <p>Looking at sources from survivors and discussing how Titanic shaped lives at sea and safety with lifeboats and changes within transport.</p>	<ul style="list-style-type: none"> - Becoming Queen (both were regnant queens) - Life as Queen - Length of their reigns - Legacies <p>Identify similarities and differences between ways of life in different periods</p> <p>Use a wide vocabulary of everyday historical terms to write simple sentences (English Y2) about selected appropriate knowledge and understanding of history.</p>		
Design Technolgy	<p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
Design Technolgy	<p>Mechanisms</p> <p>(Please refer to 'Projects on a Page' documents)</p>			<p>Textiles</p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Templates and Joining</p>		<p>Food</p> <p>(Please refer to 'Projects on a Page' documents)</p> <p>Fruit and vegetable themed –</p>

	<p>Wheels and Axels</p> <p>(Links with the Great Fire of London topic— Out of the Ashes)</p> <p>Home Learning— Structures—Tudor Houses</p>			<p>Skills – sewing</p> <p>Suggested artist – Anni Albers (German textile designer).</p> <p>(Links with Titanic topic—Ice-bergs Ahoy)</p>		<p>smoothies.</p> <p>(Links with Wild Things topic and Allotment visits)</p>
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ART & DESIGN Drawing Print making Paint Textiles Sculpture Collage artists	<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 techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
	Out of the Ashes	Topic: Island Adventure Focus Techniques: Colour/ Line and Shape (Please refer to Art—Progression of Skills document) Drawing – mark making Wave Project— Katsushika Hokusai Seascapes Suggested Artist: Katsushika Hokusai	Icebergs Ahoy! Focus Techniques: Texture/ Form and Space (Please refer to Art—Progression of Skills document) Iceberg Collages Sculptures – Barbara Hepworth		Wild Things Focus Techniques: Pattern/ Woodland School (Please refer to Art—Progression of Skills document) Land/ Forest Art—woodland school/ Allotment (Natural mandalas) Printing— Polystyrene square—natural design Suggested Artist: Andy Goldsworthy	
COMPUTING	<ul style="list-style-type: none"> One online -safety lesson every half term <ul style="list-style-type: none"> 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 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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <i>Revisit smart rules for online safety each half term</i> 					
	<u>1 x online safety lesson</u> Coding 2:1 To introduce algorithms. To use Repeat and Timer commands. Debugging. To explore the possible actions of different types of objects.	<u>1 x online safety lesson</u> Music 2:7 To be introduced to making music digitally, using 2Sequence. To explore, edit and combine sounds using 2Sequence. To add sounds to a tune they have already created to change it. To	<u>1 x online safety lesson</u> Questioning 2:4 To show that the information provided on pictogram is of limited use beyond answering simple questions. To use YES or NO questions to separate information. To construct a binary tree to separate different items.	<u>1 x online safety lesson</u> Creating pictures 2:6 To be introduced to 2Paint A Picture. To look at the impressionist style of art. (Monet, Degas, Renoir) To recreate pointillist art and look at the work of pointillist such as Seurat.	<u>1 x online safety lesson</u> Spreadsheets 2:3 Reviewing prior use of spreadsheets. Copying and pasting Totalling tools. Using a spreadsheet to add amounts. Creating a table and a block graph.	<u>1 x online safety lesson</u> Effective Searching 2:5 To understand the terminology associated with searching. To gain a better understanding about searching on the internet. To create a leaflet to help someone search for information on the Internet. Presenting Ideas 2:8

	To create a more complex program to retell a story using 2Code.	think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To create their own tune using the sounds which they added to the Sound section.	Use 2Question (a binary tree) to answer questions. To use a database to answer more complex search questions. To use the search tool to find information.	To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Lines template. To explore surrealism and eCollage.		To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a factfile on a non-fiction topic.
RELIGIOUS EDUCATION	<p>CHRISTIANITY: What is God like for Christians?</p> <ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song 	<p>CHRISTIANITY: Why is giving important to Christians?</p> <ul style="list-style-type: none"> • Why / when do we give to others? • Christians (as 'Church') give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave 	<p>CHRISTIANITY: Why do Christians call Jesus 'Saviour'?</p> <ul style="list-style-type: none"> • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in an Easter garden 	<p>THEMATIC: Why should we look after the world?</p> <ul style="list-style-type: none"> • Opportunities to reflect on the natural world, what makes it precious and why / how we should care for it. • Opportunities to learn that non-religious people also show wonder at the natural world and concern about environmental issues and believe different things about how the world came to be. 	<p>ISLAM: What is important for Muslim families?</p> <ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah 	<p>ISLAM: Who is Allah and how do Muslims worship Him?</p> <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah)
PHSE & SEAL	<p>Physical health and well-being: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well and about basic health and 	<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships 	<p>Sex and relationship education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle 	<p>Sex and relationship education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life 	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety 	<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines <p>Asthma lesson for Year 2, that medicines can be used to manage and treat medical conditions such as asthma, and that it is</p>

	hygiene routines	<ul style="list-style-type: none"> about solving problems that might arise with friendships 	<ul style="list-style-type: none"> the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special 	<p>cycle</p> <ul style="list-style-type: none"> the biological differences between male and female children about growing from young to old and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special 		important to follow instructions for their use
MUSIC	MUSIC All Terms <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes – school assemblies and interschool performances. play tuned and untuned instruments musically – Xylophones , chime bars, range of percussion instruments. listen with concentration and understanding to a range of high-quality live and recorded music – recorded music from a range or resources. experiment with, create, select and combine sounds using the interrelated dimensions of music – music technology. 					
Kapow Units	Orchestral Instruments - Traditional Stories Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Musical Me Learning to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Dynamics, timbre, tempo and motifs – Space Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.	Myths & Legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	On this Island: British Songs and Sounds Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	African Call and Response Song – Animals Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.
Other music	Harvest Fireworks songs	Fireworks / Divwali songs Christmas play songs	Godalming music festival	Godalming music festival	YR 2 leavers songs	Yr 2leavers

		Chistmas Songs for Godalming Switching on the Lights Christmas play songs				
PE	Master basic movements including running, jumping, throwing and catching. Games/Athletics Tennis, badminton racquet/ball	Perform dances using simple movement patterns. Dance fire dance ,fireworks by Katie Perry, performance approx. 3mins , Christmas play	Develop balance, agility and coordination, and begin to apply these in a range of activities. Gymnastics Travelling , jumping, landing	Develop balance, agility and coordination, and begin to apply these in a range of activities. Gymnastics Climbing, rolling, sequencing	Participate in team games, developing simple tactics for attacking and defending. Team games Sports day (tag rugby) Swim competently, confidently and proficiently over a distance of at least 25m. Swimming.	