Aims of our Curriculum here at Newington Green

To provide a rich curriculum which gives pupils social and cultural agency so that they are advantaged in the wider world.

To promote mannerly and appropriate social conduct, so that pupils are advantaged in the wider world.

To provide a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities.

To provide systematic exposure and immersion in high quality English Literature, both from classic and modern authors.

To celebrate the diversity of our community, and the communities within the UK. This will include deliberate exposure to positive role models from a range of protected groups (gender, sexual orientation, religion, disability, age).

To promote the highest level of achievement for all pupils, across all subjects, through strong pathways for progression in knowledge and skills as pupils journey through the school.

To promote meaningful learning experiences, which will be fun and memorable, and based on knowledge and skills needed to be successful in the wider world.

To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).

To provide every opportunity for pupils to excel through a wide range of subjects, so that we promote excellence for every individual.

Newington Green Primary School Curriculum Map 2019-20 **Year 2**

	Autumn 1 **"How are you?"**	**Autumn 2** **Fire**	**Spring 1** **Into Africa**	**Spring 2** **Habitats**	**Summer 1** **Nocturnal Animals**	**Summer 2** **The Stories People Tell**
Core texts	Willy the Wimp (Anthony Browne) Will and Hugh (Anthony Browne) Gorilla (Anthony Browne)	Non-fiction books on The Great Fire of London (IELS)	The Village that Vanished (Ann Grifalconi) Giraffes Can't Dance (Giles Andreae) Mr Tiger Goes Wild (Peter Brown)	Tadpole's Promise (Jeanne Willis) The Tin Forest (Helen Ward) Dear Greenpeace (Simon James)	Wolves (Emily Gravett) The Owl who was Afraid of the Dark (Jill Tomlinson)	Roald Dahl – George's Marvellous Medicine
English	Letter: Writing in role Diary: Writing in role Narrative: In the same style as 'Gorilla.'	Newspaper: Recount the Great Fire of London Recount: The trip to Museum of London Instructions: Recipe for making bread	Diary: Writing in role Narrative: In the same style as 'Giraffes Can't Dance.' Recount: Writing in role	Explanation: Life cycle of a tadpole Information Text: Recycling in Britain Letter: To local politician	Narrative: An alternative ending to Wolves. Description: Of the night. Narrative: In the same style as 'The Owl who was Afraid of the Dark.'	Description: Of George and Grandma Instructions: For making a magical concoction
English Language	**Reading:** *develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts*					
	Writing: *spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different purposes; plan ideas for writing; record ideas sentences by sentences; make simple additions and changes after proof-reading; in own writing use sentences with different forms, expanded noun phrases, present and past tense correctly, subordination, co-ordination and some features of written Standard English;* ***learn and apply spelling rules in Appendix 1; learn and use grammar rules in Appendix 2***					

	Spoken language: *listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purposes; express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints; communicate effectively using appropriate register.*
	Handwriting: diagonal join to ascender (th & ch); diagonal join, no ascender (ai&ay); horizontal join ascender (wh&er); horizontal join, no ascender (wh&oh); diagonal join to e (ie&ue); ee join; diagonal join to e (le); numbers (1-100); diagonal join to anticlockwise letters; horizontal join to anticlockwise letters; mixed joins; size & spacing & break letters (j, g, x, y, z, b, f, p, q, r, s); joins to s; joining ed & ing

Maths	- **Green Text** denotes repeated statements - *Italics* indicate demonstrative examples, non-statutory notes and guidance from the new POS - **Bold texts** shows statements for children 'Working At' from the Interim Framework 2017

The statements from the Interim Framework 2017 must be evidenced over the year for all pupils. Statements for children Working At the expected standard are in bold within the main Year 2 curriculum.	
Interim Framework for children <u>Working Towards</u> the expected standard:	• The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36). • The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). • The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). • The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ?; 15 = 6 + ?). • The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations. • The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). • The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes
Interim Framework for children <u>Working at Greater Depth</u> within the expected standard:	• The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). • The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5). • The pupil can work out mental calculations where regrouping is required (e.g. 52 − 27; 91 – 73). • The pupil can solve more complex missing number problems (e.g. 14 + – 3 = 17; 14 + Δ = 15 + 27). • The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left). • The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?). • The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).

	• The pupil can find and compare fractions of amounts (e.g. 1 4 of £20 = £5 and 1 2 of £8 = £4 so 1 4 of £20 is greater than 1 2 of £8). • The pupil can read the time on the clock to the nearest 5 minutes. • The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. • The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).		
Number			
Number and Place Value	• count in steps of 2 and 5 from 0, and tens from any number, forward or backward *e.g. 93, 83, 73, 63, …* • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • read and begin to write numbers to at least 100 in numerals and in words *e.g. forty* • compare and order numbers from 0 up to 100 • use place value and number facts to solve problems	• count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • read and write numbers to at least 100 in numerals and in words *e.g. forty-five* • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems. • *partition numbers in different ways e.g. 23 = 20 + 3 = 10 + 13* • **The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).**	• count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • read and write numbers to at least 100 in numerals and in words • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems. • *partition numbers in different ways e.g. 23 = 20 + 3 = 10 + 13*

Addition and subtraction	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens *e.g. 87 – 30 = 57* • solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods • begin to recall and use addition and subtraction facts to 20, *e.g. 19 – 7 = 12* and derive and use related facts up to 100 • *e.g. 30 = 90 – 60* • **recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems (e.g. ∆ − 14 = 28).** • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens o two two-digit numbers *e.g. 34+29* o adding three one-digit numbers *e.g. 6 + 5 + 4* • **The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.** • solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • **recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.** • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • **The pupil can subtract mentally a two-digit number from another two-digit**	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens o two two-digit numbers *e.g. 63-29* o adding three one-digit numbers *e.g. 9 + 7 + 9* • **The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.** • **The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33)** • solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • **recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.** • show that addition of two numbers can be done in any order (commutative) and

		number when there is no regrouping required (e.g. 74 − 33) •*use the language 'sum' and 'difference' e.g. find two numbers with a difference of 6 (3 and 9, 10 and 16..);*	subtraction of one number from another cannot •*use the language 'sum' and 'difference' e.g. three numbers sum to 12, two numbers are 3 and 7, what is the third number?* •**The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).**
Multiplication and division	•begin to recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers *e.g. 22 ÷ 2 = 11* •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •*recognise and use the inverse relationship between multiplication and division in calculations* •*relate multiplication and division to grouping and sharing discrete (e.g. counters and continuous quantities e.g. water* •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts,	•**recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables**, including recognising odd and even numbers •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •*recognise and use the inverse relationship between multiplication and division in calculations* •*relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. 40cm ÷ 2 = 20cm; 20cm is ½ of 40cm* •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods,	•**recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables**, including recognising odd and even numbers • **The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).** •calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs •show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot •*recognise and use the inverse relationship between multiplication and division in calculations*

	including problems in contexts *e.g. share 18 counters between 3 children*	and multiplication and division facts, including problems in contexts	•*relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. 40cm ÷ 2 = 20cm; 20cm is ½ of 40cm* •solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts *e.g. there are 10 pencils in a box, I have 5 boxes and 3 spare pencils, how many do I have altogether?*
Fractions	•recognise, name and write fractions $^1/_3$, $^1/_4$, ½, 2/4 and ¾ of a shape •**The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole.**	•recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity *e.g. how long is $^1/_3$ of a ribbon which is 60 cm long?* •**The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole.** •write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of two quarters and one half. •*count in fractions e.g. 0, ½, 1, 1½, 2, 2½, …*	•recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity •**The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole.** •write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half. •*count in fractions e.g. 3¼, 3²/₄, 3¾, 4, 4¼, …*
Measures			
Measurement	•choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers •compare and order lengths and record the results using >, < and =	•choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales •**The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a**	•choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels •**The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale**

	• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • **find different combinations of coins to equal the same amounts of money *e.g. find different ways to make 50p, pupils can work out how many £2 coins are needed to exchange for a £20 note.*** • solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy a toy for £14; how much change do I get from £20?* • compare and sequence intervals of time • **tell and write the time to the nearest 15minutes including quarter past/to the hour** and draw the hands on a clock face to show these times *e.g. draw the hands on a clock face to show ¼ to 6, making sure the hour hand is located correctly*	**thermometer or measures capacities using a measuring jug).** • compare and order lengths, masses and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • **find different combinations of coins to equal the same amounts of money *e.g. find different ways to make 50p, pupils can work out how many £2 coins are needed to exchange for a £20 note.*** • solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy 2 bags of sweets for 20p each, how much change will I get from 50p?* • compare and sequence intervals of time • **tell and write the time** to five minutes, **including quarter past/to the hour** and draw the hands on a clock face to show these times.	**are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).** • compare and order lengths, masses, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value *e.g. make 73p using the fewest coins* • **find different combinations of coins to equal the same amounts of money *e.g. find different ways to make 50p, pupils can work out how many £2 coins are needed to exchange for a £20 note.*** • solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy a cake for 60p and a biscuit for 25p, how much change will I get from £1?* • compare and sequence intervals of time • **tell and write the time** to five minutes, **including quarter past/to the hour** and draw the hands on a clock face to show these times.
Shape			
Properties of shapes	• **identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line** • *draw lines and shapes using a straight edge*	• **identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line** • *draw lines and shapes using a straight edge*	• **identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line** • *draw lines and shapes using a straight edge*

	• **identify and describe the properties of 3-D shapes, including the number of vertices and faces** • compare and sort common 2-D and 3-D shapes and everyday objects • *e.g. sort 3-D shapes in different ways such as whether they have triangular faces, all straight edges…* • *recognise and name, polygons e.g. pentagon, hexagon, octagon and cones*	• **identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces** • compare and sort common 2-D and 3-D shapes and everyday objects *e.g. sort 3-D shapes in different ways such as whether they are prisms, whether they have more than 8 edges…* • *recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones* • identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid	• **identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces** • compare and sort common 2-D and 3-D shapes and everyday objects *e.g. sort 2-D shapes in different ways such as whether they are quadrilaterals and have line symmetry….* • *recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cones* • identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
Position and direction	• order and arrange combinations of mathematical objects in patterns, *including those in different orientations e.g. a turning shape, draw the next shape in the pattern* 	• order and arrange combinations of mathematical objects in patterns, *including those in different orientations* • use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. • *Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)*	• order and arrange combinations of mathematical objects in patterns, *including those in different orientations* • use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. • *Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)*
Statistics			
Use and interpret data	• interpret and begin to construct simple pictograms, tally charts, block diagrams and simple tables	• interpret and construct simple pictograms *e.g. where the symbol*	• interpret and construct simple pictograms *e.g. where the symbol represents 2, 5 or*

	• answer simple questions by counting the number of objects in each category and sorting the categories by quantity • answer questions about totalling and comparing categorical data.		*represents 2, 5 or 10 units,* tally charts, block diagrams and simple tables • answer simple questions by counting the number of objects in each category and sorting the categories by quantity • answer questions about totalling and comparing categorical data.		*10 units,* tally charts, block diagrams and simple tables • answer simple questions by counting the number of objects in each category and sorting the categories by quantity • answer questions about totalling and comparing categorical data.	
Problem Solving	**Method of Solving Problem** Know that there can be more than one answer to a question e.g. I bought a toy for 50p. Which coins could I have used? Continue and explain a more complex repeating pattern					
	Ways of Recording Record problem solving ideas using drawings, words, numbers and calculations					
	Speaking and Listening To explain my ideas using 'because' To ask a question when stuck To say what was easy and what was difficult about solving a problem (meta-cognition)					
Science	Describe the importance to humans of exercise, balanced diet and hygiene.	Explore changing the shape of solid objects made from some materials e.g. squashing, bending, twisting and stretching. Identify and compare the suitability of materials inc. wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Describe how animals obtain their food from plants and other animals. Describe feeding relationships using simple food chains. Identify and name different sources of food. Differentiate between living, dead and non-living.	Understand animals need water, food and air. Understand plants need water, light and warmth. Understand the Human Lifecycle Observe what happens when a plant does not have the things it needs to survive.	Identify living things in their habitats; know they are suited to their habitats and are interdependent. Describe how different habitats provide for the basic needs of different kinds of animals and plants. Identify and name a variety of plants and animals in their habitats including microhabitats. Observe seeds and bulbs growing into mature plants.	Know all animals have offspring that grow into adults. Understand what is male and female? - The biological differences between male and female animals and their role in the life cycle - Can describe the biological differences between a male and female. - Learn that female mammals give birth and nurse their young Labelling male and female bodies - The biological differences between male and female children - Can identify and name the biological terms for the male and female sex parts - Understand these parts are related to reproduction.

Ask simple questions. Observe closely. Perform simple tests. Identify and classify. Suggest answers to questions. Gather and record data.
Maths Data Objectives:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

History		**Topic: The Great Fire of London** NC links: To learn about significant events national and international beyond living memory in children's own locality. To learn about the lives of significant people (Samuel Pepys).			**Topic: The Blitz** NC links: To learn about change s in living memory to reveal aspects of modern life. To learn about significant historical events, people and places in their own locality.	**Topic: Nelson Mandela** NC links: To learn about change s in living memory to reveal aspects of modern life. To learn about the lives of significant people who have contributed to national and international achievements.
Geography	**Topic: Where does food come from?** NC links: Name and located the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this level.		**Topic: Africa** NC links: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom with a small area outside Europe. Use basic geographical vocabulary to refer to key physical features including:	**Topic: Animals of the world** NC links: Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Use world maps, atlases and globes to identify the United Kingdom and its countries as		

	Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, office, port, harbour and house, office and shop. Use simple compass directions (North, South, East and West) and locational and direction language (for example, near and far; left and right) to describe the location of features and routes on a map.		beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, office, port, harbour and house, office and shop.	well as the countries, continents and oceans studied at this level. Name and located the world's seven continents and five oceans.		
Art and Design	**See appendix 1AD for objectives for years 1 and 2 in Art & Design; Planning documents;** Pupils should be taught: • 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 • to know 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.					
		Collage Artists **Media** – collage Printing- fingers, hands, vegetables, card, wood, string Texture - collage, weaving, threads, fibres, fabrics, surfaces	Ceramic artists **Media** - pottery 3D Texture -, fabrics, clay 3D experience malleable materials **Outcome:**	Artists - Andrew Goldsworthy **Media –** 3D sculpture Form 3D sculpture -, rigid materials Pattern – (painted, printed, rubbed, imprinted, embossed etc		

		Fire Collage- use pictures of fire and portrait of Samuel Pepys(Hayls) as stimulus **Outcome:** Fire Scene from the Great Fire of London.	African inspired fabric to form a sail which will be attached to a ceramic pot.	**Outcome:** To create a sculpture with natural materials		
Design and Technology	**See appendix 1DT for detailed objectives for years 1 and 2 in Design & Technology; Planning documents;** Pupils should be taught to: **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms in their products. **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.					
	Focus: **Food** Strand: **Preparing fruit and vegetables** Prepare dishes uses principles of a	Cooking and Food Skills (Stand alone lesson) Making bread linked to Great Fire of London	Cooking and food skills (Stand alone lesson) Mash potatoes – Yams pg63		Focus: **Structures** Strand: **Freestanding structures** Design a habitat/home for a	Focus: **Mechanisms** Strand: **Sliders and Levers** Matisse – Icarus. Paper cutting Create pop up books. [ICT audiobook]

		healthy diet. Understand where food comes from. **Recipes:** Sweet muffins – pg 128 Cinnamon toast crunch – pg 22 – SMSC link to social skills and breakfast link				living thing e.g. bird house/beehive	
Computing	**Computer science**	1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 2. Create and debug simple programs 3. Use logical reasoning to predict the behaviour of simple programs					
	Information Technology	1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content					
	Digital Technology	1. Recognise common uses of information technology beyond school 2. 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					
		The following are suggestions for EdTech use, to deliver the key stage objectives above. Those suggestions in green would be delivered by a computing specialist. Suggestions in black would be delivered by the class teacher.					

		Create an animation of Fire of London (J2e) Technology use in the community (999 calls) Create an Acrostic poem poster inc images (Word) Green screening opportunities including new reports Writing a newspaper report Interactive display using QR codes to video content	Create an animation of Food (J2e) Technology use in the community – health and wellbeing Create an Acrostic poem poster inc images (Word) Use Audacity to create audio books Create an eBook using Book Creator Publish information leaflet about Anthony Browne using PurpleMash Write and blog book reviews using a template in J2e	Create a silhouette image (PowerPoint) Share learning using Sway inc video Create a story using Scratch Jr or Book Creator Create tourist info posters using Typorama Data Handling – using J2e or PurpleMash Use Beebots to travel around Africa on a map Explore Africa using digital maps Use Google Expeditions to 'visit' Africa – eg Safar	Data handling – charts/graphs (J2e and Excel) Explore/create a Branching Database Create a silhouette image (PowerPoint) Create a quiz (PurpleMash) Create a Non-Fiction book using Book Creator or J2e Green screening into habitats – appsmash with Clips or iMovie for example Use Google Expeditions to 'visit' a variety of habitats worldwide eg Polar regions	Data handling – charts/graphs (J2e and Excel) Explore/create a Branching Database Create a quiz (PurpleMash) Create digital artwork inc layering Make word clouds to support vocabulary	Explore 'The parrots and the Raja' interactives Retell a traditional tale using Sway inc video Create a story using Scratch Jr or Book Creator Green screening to retell stories Use audacity to create an audio book Explore Toontastic to tell a story
Physical Education		Gymnastics	Dance	Games	Dance	Gymnastics	Games
		Use body to explore moving and travelling in a range of different ways and being able to adapt these movements to changing circumstances.	Change the rhythm, speed, level and direction of movements. Develop an understanding of the mood and expression of	Developing sending and aiming skills using targets and a range of equipment. Develop passing and receiving skills	Begin to plan, create and perform simple dances. Perform dance and movement patterns in time with a beat.	Create and perform short sequences linking flight, travel and balance. Begin to apply a range of pathways to travelling sequences.	Participate in team games. Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of fair play and sportsmanship.

	Developing balance through the use of floor and equipment tasks. Developing jumping from floor and equipment. Evaluate own and others performance. Use movement imaginatively, responding to stimuli, including music, and performing basic movement patterns.	different types of music and respond and move accordingly. Evaluate own and others performances.	using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles, changing direction and speed..	Link dance and movements to stories and themes. Evaluate own and others performances.	Evaluate own and others performance.	
	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.					
Spanish	Listen and respond. Explore language through stories, songs poems and rhymes. Converse; ask and answer questions, express opinions, seek help. Speak in sentences. Develop accurate pronunciation. Start to read and write words and simple sentences. Broaden vocabulary. Understand basic grammar. Develop cultural knowledge of the Spanish speaking world.					
	Alphabet **Family members** (Adultos, niños) **Traditional Fairy Tale in Spanish** (link to English): Sleeping beauty	**Birthdays** Numbers 21-31 Link to Y1 Maths – identify preceding number, count in 2s, 5s, 10s Days of the week Months - Sort into seasons to review Science, Y1 Date Cultural knowledge: dates / seasons of	**Countries** (link to Geography) **¿De dónde eres?** Soy, eres, es (SPAG) National flags to revise colours World Cup Africa 2010 / 'Waka Waka' song study (link to 'Africa' topic	**Geographical Environments and Habitats** ciudad, montaña, campo, playa, bosque, rio Points of the compass (link to Geography)	**Weather, Seasons** Revision of months Review hot / cold regions of the globe – from Y1(Geography) With temperature, revise 1-30 and work with < / > / = (link to Maths)	**Animals: nocturnal animals** (link to Science) **and pets** Review habitats (campo, montaña, bosque, rio, ciudad etc) Sentence formation: Los gatos viven en …' Revision of colours

		Carnival and Christmas				
Music	Sing songs and speak chants and rhymes. Play tuned and unturned instruments musically. Listen to and understand a range of live and recorded music. Make and combine sounds musically.					
	The Sound of Music To learn action songs in a round. To warm-up the voice and learn songs using the solfege notes and Curwen hand signs. To play musical accompaniments using tuned percussion.	**KS1 Christmas production.** To learn a song to performance standard. To accompany a song with percussion instruments.	**African music** To understand the key features of African music. To learn call and response songs. To identify the beat in music and play call and response patterns. To improvise and layer rhythms as a whole class ensemble.	**Animal Noises (African music Con.)** To read from written notation and compose rhythms. To create ostinato patterns based on animal names and sounds. To create a composition layering ostinatos.	**Music and Stories** ***BBC 10 PIECES: Night on a Bare Mountain*** To describe the mood and atmosphere of music using musical elements. To understand that music tells stories and creates moods. To use my own ideas to compose music to show a story.	**Recorders Stage 1** To read from rhythmic notation. To learn the notes B and A on the Recorder making a clear sound. To compose a melody using the notes of the Recorder. To improvise rhythms using the notes on the Recorder.
RE **RE Units will be taught termly. Year 1 and Year 2 will be taught the same units in Year A before switching to the second set of Units in Year B.** **Units are taken from Islington's Agreed Syllabus for Religious Education**	Year A – How should we care for others and the world? • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.		Year A – Who is a Christian and what do they believe? • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about the issues of good and bad, right and wrong arising from stories. • Ask some questions about believing in God and offer some ideas of their own. Year B – What makes some places sacred? • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean.		Year A – How and why do we celebrate special and sacred times? • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied. Year B – Who is Jewish and what do they believe?

	• Use creative ways to express their own ideas about the creation story and what it says about what God is like. Year B – Who is a Muslim and what do they believe? • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.		• Talk about how stories, objects a, symbols and actions in places of worship show what people believe. • Describe the ways in which music is used in places of worship and how it makes them feel. • Ask good questions during a school visit to a place of worship.		• Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. • Ask some questions about believing in God and offer some ideas of their own.	
Out of school learning		Visit to Monument Choral concert		London Zoo Computing - Local wildlife hunt for data collection	Nature study e.g. Hampstead Heath	Visit to Bank of England – Money presentation suitable for KS1
Spiritual, Moral, Social and Cultural Education	**Fun, food and fitness: what keeps me healthy?** 1. To learn about what makes a balanced diet. 2. To learn about the importance of eating fruit and vegetables (as part of a balanced diet). 3. To learn about ways of being physically active throughout the day (60 minutes a day).	**Keeping safe: at home and outside** 1. To learn about keeping safe in the home, including fire safety. 2. To learn about keeping safe outside, including road safety. 3. To learn about people who help keep us safe (including police, fire service). 4. Debate:	**PSHE** Mental health: working and playing together 1. To learn about being co-operative with others. 2. To understand how to solve simple arguments with peers. 3. To understand that teasing and bullying is unacceptable and what to do if they experience it.	**PSHE** Drug, alcohol and tobacco education: medicines and me 1. To learn about why medicines are taken and that there can be alternatives to taking medicines. 2. To understand what medicine looks like and how they are used. 3. To learn the safety rules about using and storing medicines. **Social skills**- Suggest improvement in my own and others learning	**PSHE** Relationship education 1. To understand and respect the differences and similarities between people. 2. To understand that everybody needs to be cared for and ways in which they care for others. 3. To learn about different types of family and how their home-life is special. **Debate: - Literacy.**In George's Marvellous Medicine, is George a hero or a Villain? **Social skills-** Cross the road safely and independently	

	4. Debate: Should people be made to eat healthy because it is good for them? **Social Skills** Wash up and dry up. **RE Link – Festivals and celebrations** Is it ok for people to celebrate religious festivals even if they are not part of that religion?	**Social Skills** Ask "Pardon" when I need something repeated. **RE – Festivals and celebrations** Is it ok for people to celebrate religious festivals even if they are not part of that religion?	**RE Debate – Caring for our World** People cut down trees and destroy animal habitats to grow food for humans. Is this right? **Social skills**- Express pride in own culture and other peoples		

Year 2 – Curriculum links supported with technology						**See also whole school tech links**
	Autumn 1 **"How are you?"**	**Autumn 2** **Fire**	**Spring 1** **Into Africa**	**Spring 2** **Habitats**	**Summer 1** **Nocturnal Animals**	**Summer 2** **The Stories People Tell**

Tech opportunities	**PurpleMash – accessed via LGfL/USO login with password/PIN**	**Food** https://www.purplemash.com/site#tab/pm-home/themes/food -What is your food made with? -Food Groups -Plan a meal -Healthy Eating plan -Create a leaflet – 5 a day -Variety of painting activities -Simple City Café **The Human Body** https://www.purplemash.com/site#tab/pm=home/themes/human_body -Various writing projects including All about the Skeletons -Create a Healthy Teeth leaflet -Labelling a human body game	**Fire of London** https://www.purplemash.com/site#search/eyJzZWFyY2giOiJmaXJlIG9mIGxvbmRvbiIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IiJ9 -Diary writing as Samuel Pepys -Write an account as Samuel Pepys -Write a recount -Mashcam of Samuel Pepys -Talking Stories **Fire** https://www.purplemash.com/#search/eyJzZWFyY2giOiJmaXJlIiwieWVhcmdyb3VwcyI6IlsInN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ== -Design and Make a fire engine -Write fire safety leaflets -Newspaper reports -Mashcam Firefighter	**Africa** https://www.purplemash.com/#search/eyJzZWFyY2giOiJBZnJpY2EiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 -Interview with Nelson Mandela -Create African patterns -Write postcards -Create fact files and leaflets	**Habitats** https://www.purplemash.com/#search/eyJzZWFyY2giOiJIYWJpdGF0cyIsInllYXJncm91cHMiOiIiLCJzdWJqZWN0cyI6IlsIm9mZnNldCI6MH0= -Invent own minibeast -Create information text -Identify local habitats	**Nocturnal animals** https://www.purplemash.com/#search/eyJzZWFyY2giOiJub2N0dXJuYWwiLCJ5ZWFyZ3JvdXBzIjoiIiwic3ViamVjdHMiOiIiLCJvZmZzZXQiOjB9 - Paint the Owl babies -Write about a nocturnal animal	**Stories** https://www.purplemash.com/#search/eyJzZWFyY2giOiJzdG9yaWVzIiwieWVhcmdyb3VwcyI6IlsInN1YmplY3RzIjoiIiwib2Zmc2V0IjowfQ== -Interactive Stories 2 Tell -Create own story -Talking stories
	LGfL - accessed via LGfL/USO login with password/PIN	**Early Vision** http://earlyvision.lgfl.org.uk/ A set of resources which support role play, games and displays. Includes labels and video content. Available for: Pet Shop, Dentist, Vets and Opticians **iBoard** http://player.lgfl.org.uk/player/index.htm Includes a variety of online activities sorted by subject **Appmaker** https://content.lgfl.org.uk/secure/appmaker/topics.html?savemode=mydrive Use to create an app based on a number of topics including Fruit, Vegetables, Sea Life and Reptiles. Can combine text and images from a limited selection					
	Augmented (AR) and Virtual Reality (VR)	We have a set of 10 iPods and VR googles which can be requested for use in class. Please ensure that you request at least 2 days in advance to ensure that all of the devices are charged. **Google Expeditions (VR)**					

		These expeditions can be viewed using the iPods and VR goggles or directly on an iPad/iPod. Pupils in KS1 should not be using the VR goggles. Use of VR may cause nausea, if this happens then just complete the expedition without goggles. They can access the expeditions using a regular iPad.
	Now>Press>Play	This resource may also have updated content. There are also numerous worksheets and presentations to be found on the Teacher Shared drive/Now Press Play Resources **KS1** **Maths**: Number Bonds; **Science**: Animals, plants, Seasons; **Geography**: Maps; **Literacy**: Capital Letters and Full Stops; **History**: Florence Nightingale, Great Fire of London, Neil Armstrong; **PSHCE**: Bullying, Healthy Living

Whole school SMSC Experiences/Celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Assemblies	Harvest Eid Diwali Hanukkah Black History Month *Ambitions, careers and goals*	St Andrew's Day 30/11 Remembrance Day Guy Fawkes Night Christmas Anti- bullying week *Getting on and falling out- dealing with emotions*	Rosh Hashanah Shrove Tuesday St Valentine's Day Nivarna Day Chinese New Year E-safety day *Staying safe(road, internet, strangers etc)*	Easter Mothering Sunday St Georges Day 23/4 St David's Day 1/3 St Patrick's Day 17/3 *Good to me- celebrating diversity*	Mary Wollstonecraft Day *Manners focus*	Environment day *Transitions- moving on and changes*
Class assemblies	Oak- Harvest Palm- Eid	Holly- St Andrew's Day Silver Birch- Guy Fawkes Night	Maple- Chinese New Year Willow- Rosh Hashannah	Pine- Easter Rowan- St Patrick's Day	Mulberry- Manners Cedar- Mary Wollstonecraft	Ash-Moving on Elm- Environment Day
Class or whole events	Eid Parties	Carols on The Green Children in Need (Nov) Christmas Party and Santa Visit		Comic Relief	Volunteer Week (class volunteering projects)	Sports Day Teddy Bears Picnic Class sponsored event for chosen charity
Performances		Christmas Performances				Graduation Day (R and Y6) Leavers musical production

Whole school curriculum links supported with Technology See also Year group topic tech links

LGfL – accessed on laptops or iPads (some activities may not work on iPad)	**J2e.com/JiT (**accessed using the USO login and PIN code) All sections can easily be shared with a wider potentially global audience using j2webby and the school blog page http://newington-green-primary-school.j2webby.com/ Writing can be completed using JiT and the WRITE section and includes topic word banks and keywords. Artwork, through limited tools can be created using the PAINT section Stories can be told and sequenced using the TURTLE section Tables of numerical data can be used to create numerous charts and graphs via the CHART section The PICTOGRAM section can be used to create pictograms including a variety of templates Simple animations can be created to tell stories using the ANIMATE section and includes 'stampers' Sorting and Branching databases can be created for numerous topics using the BRANCH section The MIX section can be used to create e-books which combine any of the other sections with the opportunity to write about them/the results etc **Busythings** (use the appropriate setting) https://content.lgfl.org.uk/secure/busythings/# Use the CURRICULUM BROWSER to search for specific activities linked to learning objectives Separate Teacher/Pupil modes which provide access to photocopiable resources linked to the activities **Switched on Science** http://sos.lgfl.org.uk/ This provides a complete scheme of work for Science including Presentations and interactive activity **Virtual Experiments** http://ve12.lgfl.org.uk/ Years 1 and 2; http://ve34.lgfl.org.uk/ Years 3 and 4; http://ve56.lgfl.org.uk/ Years 5 and 6 Units are linked to the old National Curriculum units but use simulations for experiments not always possible in class **VideoCentral** https://videocentralhd.lgfl.org.uk/ Video content can be uploaded to VideoCentral and secured safely. A QR code and weblink is automatically generated and can be used as a record in books and display etc **Audio Network** https://audionetwork.lgfl.org.uk/ A collection of license paid music searchable by genre, age or setting for example. Tracks can be listened to or downloaded for use in class. Ideal for creating different atmospheres to support learning **Reading Zone Live** http://readingzonelive.lgfl.org.uk/ Source for information about numerous authors including Lauren Child and with a resource bank to support different genre of writing **Cookit!** http://cookit.e2bn.org/ Source for recipes, cooking and activities. Additional links with food throughout history with recipes listed in time periods

	See also AR/VR content available through LGfL
iPads and/or laptops	**iMovie (iPad only)** Can be used with both images and videos combined to make a video. Text and audio can be added to the projects. Once created they can be uploaded to the Teacher Shared drive and recorded in books/on display/shared with parents through a QR code or via a web link (VideoCentral) **Book Creator (iPad only)** Can be used to produce a range of books and comic style books with any topic. You can incorporate text, images, audio and video from a number of sources (e.g. iMovie, Green Screen) **Green Screen (iPad only)** Can be used to create photo or video content, where any digital background can be used. Students can use to be placed in any time period, with images linked to the topic (e.g. weather forecasting) or to be creative with presentations (e.g. recording chocolate poems in front of a choclate factory. The saved image or video files can be inserted into other apps (e.g. iMovie and Book Creator) **Kahoot!** Adults/children can create interactive quizzes with ease and share these. Multiple examples available online created by others linked to topics and themes. Can be accessed on multiple devices. **Padlet** Is an online area for shring ideas, websites, images etc. Similar to using post-it notes. A padlet can be shared via a QR code or through sharing the weblink (I recommend using tinyurl.com to create a shorter weblink for your padlet). Comments can be set to be moderated if pupils are accessing. **Twitter** Is fantastic for sharing information and creativity with others around the world. Links to blog pages and other online files can be shared and the global audience can be a focus for writing. Please ensure that any tweets or comments are composed and checked by an adult before posting! Remember to restrict images to those that have parental approval for marketing purposes. Backs of heads and hands are ideal ☺ **GarageBand (limited to certain iPads only)** Great for creating music and for recording audio tracks. Some technical issues with sharing the completed pieces to other devices (they have to be saved to File explorer then exported out at the moment)
Augmented (AR) and Virtual Reality (VR)	We have a set of 10 iPods and VR googles which can be requested for use in class. Please ensure that you request at least 2 days in advance to ensure that all of the devices are charged. **Google Expeditions (VR)** These expeditions can be viewed using the iPods and VR goggles or directly on an iPad/iPod. Pupils in KS1 should not be using the VR goggles. Use of VR may cause nausea, if this happens then just complete the expedition without goggles.

	LGfL Augmented and Virtual Reality resources The following can all be accessed using your USO login in order to download worksheets and or booklets for the following topics: • The Maya http://maya.lgfl.org.uk/ • Prehistoric Britain http://prehistoric.lgfl.org.uk/ • World war 1 http://ww1.lgfl.org.uk/ • Ancient Egypt http://ancientegypt.lgfl.org.uk/ • Archaeology http://idig.lgfl.org.uk/ • Trench Experience https://www.lgfl.net/learning-resources/summary-page/trench-experience
Now>Press>Play	This resource may also have updated content. There are also numerous worksheets and presentations to be found on the Teacher Shared drive/Now Press Play Resources **EYFS** Goldilocks; Jack and the Beanstalk; Little Red Riding Hood, Three Little Pigs; People who help us; Transport **KS1** **Maths**: Number Bonds; **Literacy**: Capital Letters and Full Stops; **Science**: Animals, plants, Seasons; Humans **History**: Florence Nightingale, Great Fire of London, Neil Armstrong; **Geography**: Maps; **PSHCE**: Bullying, Healthy Living, Superheroes **KS2** **Maths**: Decimals, Fractions (Titanic), Mental Maths, SATs Maths; **Literacy**: Relative Clauses and Frontal Adverbials, SATs Reading, SPAG; **Science**: Climate Change, Electricity, Evolution, Mission to Mars, Plants, Water Cycle, Natural Disasters, Forces **History**: Ancient Egypt, Ancient Greece, Roman Britain, Stone Age, Transatlantic Slavery, Victorian Britain, Vikings, WW2, dinosaurs, the Maya; **R.E.**: Easter Story, Islam; **PSHCE**: Bullying, Recycling, Transition