

<b>Topic/ Question</b> <b>Year Two</b>	<b>Great Fire of London</b> What was life like for Londoners in 1666? Alternative Topic – The first air flight OR The Great Exhibition	<b>Penguins</b> Why do penguins live here? or <b>Lions</b> Why do lions live mainly on the African Plains?	<b>Food</b> How does the diet of a Ugandan child compare to my diet? OR The Gambia (link to RE Caring Unit)	<b>Rainforests</b> How is the climate and ecosystem in Taw Hill different to the Amazon? OR How is the climate and ecosystem in Taw Hill different to Australia (coral reef?)	<b>Lost in Space</b> How does man walking on the moon affect my life? OR How does an apple falling on Isaac Newton's head affect my life today?	<b>Local Study</b> How is Lacock similar and different to other cities in the UK?
<b>Main Focus</b>	Chronology of the Great Fire of London	The habitats and geography of Antarctica	Healthy eating	Climate	Chronology and Empathy	Local study
<b>English</b>	Instructions (2/3 weeks) Stories by the same author (3 weeks)	Information texts (4 weeks) Poetry Patterns on the Page (2 weeks)	Traditional Tales (4 weeks) Poetry Silly Stuff (2 weeks)	Stories with familiar settings (4 weeks) Magic Key	SATS Booster Explanations (3 weeks)	Significant authors
<b>Maths</b>  <b>New curriculum LgFL each bullet point signifies a week.</b>  <b>MATHS DOESN'T MOVE</b>	A1 B1 C1  <ul style="list-style-type: none"> <li>Length and Mass/weight</li> <li>Addition and subtraction</li> <li>Number and Place value</li> <li>Number and Place value</li> <li>2-D and 3-D shape</li> <li>Addition and subtraction</li> </ul>	C1 D1 E1  <ul style="list-style-type: none"> <li>Counting, multiplication and sorting <ul style="list-style-type: none"> <li>Statistics</li> </ul> </li> <li>Money</li> <li>Time</li> <li>Fractions Capacity and volume</li> <li>Assess and review week</li> <li></li> </ul>	A2 B2 C2  <ul style="list-style-type: none"> <li>Division</li> <li>Number and Place value</li> <li>Mass/weight</li> <li>2-D and 3-D Shape</li> <li>Counting and money</li> <li>Multiplication</li> </ul>	D2 E2 A3  <ul style="list-style-type: none"> <li>Time</li> <li>Length and Mass/weight</li> <li>Addition and subtraction</li> <li>Fractions</li> <li>Position and direction</li> <li>Assess and review week</li> </ul>	SATS Booster B3 C3  <ul style="list-style-type: none"> <li>2-D and 3-D shape</li> <li>Number and Place value and statistics</li> <li>Addition and subtraction</li> <li>Capacity and volume and temperature</li> <li>Fractions</li> <li>Position and direction Time</li> </ul>	C3 D3 E3  <ul style="list-style-type: none"> <li>Sorting</li> <li>Time</li> <li>Multiplication and division</li> <li>Statistics including finding the difference</li> <li>Measurement</li> <li>Assess and review week</li> </ul>
<b>Science</b>	<b>Sc2/1 Working Scientifically</b> Sc2/1.1 asking simple questions and recognising that they can be answered in different ways Sc2/1.2 observing closely, using simple equipment Sc2/1.3 performing simple tests Sc2/1.4 identifying and classifying Sc2/1.5 using their observations and ideas to suggest answers to questions Sc2/1.6 gathering and recording data to help in answering questions.					
	<b>Sc2/3.1a Everyday materials</b>  <b>Sc2/3.1a</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses	<b>Sc2/2.3 Animals/Humans</b>  <b>Sc2/2.3a</b> notice that animals, including humans, have offspring which grow into adults  <b>Sc2/2.3b</b> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  <b>Sc2/2.3c</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Sc2/2.1a &amp; 1 b Living things and their Habitats</b>  <b>Sc2/2.1a</b> explore and compare the differences between things that are living, dead, and things that have never been alive  <b>Sc2/2.1b</b> 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	<b>Sc2/2.2a &amp; 2b Plants</b>  <b>Sc2/2.2a</b> observe and describe how seeds and bulbs grow into mature plants  <b>Sc2/2.2b</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<b>Sc 2/3.1b &amp; 1 c Forces</b>  <b>Sc2/3.1b</b> compare how things move on different surfaces.  <b>Sc2/3.1c</b> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Sc 2/2.1a, 1b &amp; 1d Living things and their Habitats</b>  <b>Sc2/2.1c</b> identify and name a variety of plants and animals in their habitats, including microhabitats  <b>Sc2/2.1d</b> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

<b>Computing</b>	<b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies					
	<b>I am safe</b>  <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<b>I am a polar explorer</b>  <b>Co2/1.1</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  <b>Co2/1.2</b> create and debug simple programs	<b>I am cooking</b>  <b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Co2/1.5</b> recognise common uses of information technology beyond school	<b>I am a researcher</b>  <b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Co2/1.5</b> recognise common uses of information technology beyond school	<b>I am a Lunar explorer</b>  <b>Co2/1.3</b> use logical reasoning to predict the behaviour of simple programs  <b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Co2/1.5</b> recognise common uses of information technology beyond school	<b>I am a Tour Guide</b>  <b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Co2/1.5</b> recognise common uses of information technology beyond school
<b>RE</b>	Why is the Bible a holy book for Christians? What stories are special to me?	How did Jesus show friendship?  Christmas	How do Christians care for others? What influences me?	Who were leaders in the Bible? Who influences me?	Why is the Prophet Mohammed (PBUH) important to Muslims? What is important in my home life?	Why is the mosque a special place for Muslims?
<b>History</b>	<b>Hi 1/1.2 Events beyond living memory</b>  <b>Hi1/1.2</b> events beyond living memory that are significant nationally or globally  <ul style="list-style-type: none"> <li>• cause of the fire</li> <li>• why it spread?</li> <li>• Compare differences between then and now</li> <li>• Samuel Pepys</li> <li>• Would GFoL happen today?</li> </ul>				<b>Hi 1/1.3 Significant individuals</b>  <b>Hi1/1.3</b> 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	<b>Hi 1/1.3 Local significance Brunel etc</b>  <b>Hi1/1.3</b> 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
<b>Geography</b>	<b>Ge1/1.4a</b> 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 key stage <b>Ge1/1.4b</b> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map					
	<b>Ge1/1.4a and b</b>	<b>Ge 1/1.3a</b>  <b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<b>Contrasting Localities</b> <b>Ge 1/1.2a 1/1.3bii (Uganda idea)</b>  <b>Ge1/1.2a</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Ge1/1.3b</b> use basic geographical vocabulary to refer to: ii: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<b>Ge 1/1.3a</b>  <b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Ge1/1.3b</b> use basic geographical vocabulary to refer to:  i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>Ge 1/1.4d</b>  <b>Ge1/1.4d</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<b>Art</b>		<b>Ar 1/1.4 1/1.1 Artist Study: Collage</b>		<b>Ar 1/1.1 1/1.2 &amp; 3 &amp; 4 Footprints/bark rubbings</b>		<b>Ar 1/1.2 Drawing &amp; Painting</b>

		(Artist – Matisse)  <b>Ar1/1.1</b> to use a range of materials creatively to design and make products  <b>Ar1/1.4</b> 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.		printing (Artist – William Morris)  <b>Ar1/1.3</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  <b>Ar1/1.4</b> 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.		<b>Sketching @ Lacock</b> <b>Using sketches to develop into watercolours of a landscape (Artist – Turner, Constable)</b>  <b>Ar1/1.2</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>Music</b>	I wanna play in a band	Christmas performance with instruments.	. Hands feet heart – South African styles	Glockenspiel 2	Zootime - reggae	Reflect, rewind and replay. Western classical music and history of music.
	<b>Mu1/1.1</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes  <b>Mu1/1.2</b> play tuned and untuned instruments musically  <b>Mu1/1.4</b> experiment with, create, select and combine sounds using the interrelated dimensions of music	<b>Mu 1/1.2 1/1.4 1/1.1 untuned</b>  <b>Mu1/1.1</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes  <b>Mu1/1.2</b> play tuned and untuned instruments musically	<b>Mu1/1.4</b> experiment with, create, select and combine sounds using the interrelated dimensions of music (AFRICAN FOCUS)	<b>Mu 1/1.2 untuned</b>  <b>Mu1/1.2</b> play tuned and untuned instruments musically	<b>Mu 1/1.2 untuned</b> <b>Mu 1/1.3 listening to recorded music</b>  <b>Mu1/1.2</b> play tuned and untuned instruments musically  <b>Mu1/1.3</b> listen with concentration and understanding to a range of high-quality live and recorded music	<b>Mu1/1.3</b> listen with concentration and understanding to a range of high-quality live and recorded music
Please work through each unit as prescribed and pick 3 cross-curricular extension activities to complete alongside each term. Please also print off and use the activity manual for warm up activities each session (the rhythm grid in the toolkit on the website are fab for this too!).						
<b>PE</b>	FUNDamentals  Gym- focus on balance and co-ordination. Outcome – sequence of 5 balances  <b>PE1/1.1a</b> 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	Ball Games – focus on catching and throwing accurately Outcome – Tadpole game <b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending  Gym <b>PE1/1.1a</b> 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	Ball Games – focus on dodging and passing accurately Outcome – Piggy in the Middle <b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending  Dance <b>PE1/1.1c</b> perform dances using simple movement patterns.	Football Outcome – mini inter house tournament <b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending  Dance <b>PE1/1.1c</b> perform dances using simple movement patterns.	Athletics Outcome – class v class pentathlon event <b>PE1/1.1a</b> 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  S & fielding Outcome – French cricket game <b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending	Athletics Outcome – Sports day glory! <b>PE1/1.1a</b> 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  S & fielding Outcome – mini soft ball inter house tournament <b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending
<b>DT</b>	DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT1/1.2a select from and use a range of tools and equipment to perform practical tasks DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria					
	<b>DT 1/1.4b 1/1.1a &amp; b 1/1.2a 1/1.3a &amp; b</b>		<b>DT1/2.1a &amp; b Cooking and Nutrition</b>		<b>DT 1/1.1 1/1.2 1/1.3 Textiles. Space suit for Francis</b>	

	<p><b>Technical Knowledge</b> <b>Fire engine or Helicopter</b></p> <p><b>DTI/1.1a</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>DTI/1.1b</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DTI/1.2a</b> select from and use a range of tools and equipment to perform practical tasks</p> <p><b>DTI/1.3a</b> explore and evaluate a range of existing products</p> <p><b>DTI/1.3b</b> evaluate their ideas and products against design criteria</p> <p><b>DTI/1.4b</b> explore and use mechanisms, in their products.</p>		<p><b>Design a nutritious snack for a Ugandan/Gambian child, based around familiar ingredients in their diet</b></p> <p><b>DTI/2.1a</b> use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>DTI/2.1b</b> understand where food comes from.</p>		<p><b>Bear</b></p> <p><b>DTI/1.1a</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>DTI/1.1b</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DTI/1.2a</b> select from and use a range of tools and equipment to perform practical tasks</p> <p><b>DTI/1.2b</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>DTI/1.3a</b> explore and evaluate a range of existing products</p> <p><b>DTI/1.3b</b> evaluate their ideas and products against design criteria</p>	
<b>French</b>	<p>Weather il pleut il est chaud il est froid il neige il ya du vent il est ensoleillé</p>	<p>Months (writing the date) janvier fevrier mars avril mai jun juillet aout septembre octobre novembre decembre</p>	<p>Fruit and Vegetables Hungry Caterpillar Une banane Une poire Une pomme Une orange Une frais Une ananas Une prune Un melon Une peche</p>	<p>Animals (Dear Zoo) Un singe Une girafe Un lion Une grenouille Un chameau Un chiot Un serpent</p>	<p>Consolidation of previous learning and J'aime and Je n'aime pas</p> <p>No new vocabulary</p>	<p>Consolidation of previous learning and J'aime and Je n'aime pas</p> <p>No new vocabulary</p>
<b>PSHE</b>	New Beginnings	Value/ Friendship Fortnight	Getting On and Falling Out/ Going For Goals	Value/SRE	Good To Be Me/Changes	Drugs, Alcohol & Tobacco/ Value
<b>Spirituality</b>	What can I say thank you to God for?	Why am I grateful for where I live?	Why and how are family meals important? Can people in Uganda enjoy the same thing?	Why is the world so different?	Should we travel to Mars? Why/why not?	How do pets/animals improve our lives?
<b>Outside</b>	Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles					
	<p><b>Ge 1/1.3a Weather Maths; stick shapes, 100 square</b></p> <p><b>Ge1/1.3a</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the</p>	<p>Measuring outside Position/Movement</p>	<p>Sow seeds (carrots, salad ingredients)</p>	<p>Spend a day in the forest Compare our forest to the rainforest</p>	<p>Make a solar system and position it according to a scale on the field</p>	<p>Sketching/Painting outside Creating habitats for different animals</p>

	North and South Poles					
<b>Creativity/ Trips/ Visits</b>	Westlea Fire Station OR Birmingham Airport	Bristol Zoo	Fair Trade? Community Event?	JJRoadshow Living Rainforest Sea Life Centre	Science Museum @ Wroughton	John Coles Park STEAM
<b>Characteristics of Learning</b>						
<b>Gifted and Talented Opportunities</b>	Numeracy - Opportunities for exploring open ended problems and using a trial and error approach. Teaching working logically	Reading – reading a range of penguins texts and presenting information (project during guided reading time)	Writing – traditional tales. Exploring themes of traditional tales more in depth. Write paragraphs to explain themes to rest of class. Use as a model when doing whole class teaching input.	Numeracy – opportunities to create problem solving activities for others to solve. Can they see how problems are set up etc? Develop understanding of what a challenge is for themselves and others.	Use a wider range of 3d shapes to build a space station. Be able to describe using correct properties vocabulary and be able to give instructions so others could follow and make as well.	Writing project – creating an orienteering game set of instructions for new staff/ children in September/higher year group. Different focus depending on gifted area. Evaluate the project for themselves after someone has done it. Being willing to accept that there may be other ways which are better.