<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>The Place Where I live</strong></td>
<td><strong>Fire! Fire!</strong></td>
<td><strong>Explorers</strong></td>
<td><strong>The Farm Shop</strong></td>
<td><strong>The Great Outdoors</strong></td>
<td><strong>Robots</strong></td>
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<td></td>
<td>+ 3 week initial project on Nocturnal Animals</td>
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<tr>
<td><strong>Lead subjects</strong></td>
<td><strong>History</strong></td>
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<td><strong>Science</strong></td>
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<td></td>
<td>Significant places in pupils’ own locality</td>
<td>Events beyond living memory</td>
<td>Significant people – Neil Armstrong and Christopher Columbus</td>
<td>Human health and nutrition; naming of materials and their properties</td>
<td>Everyday materials – naming of materials and their properties</td>
<td>Human body and senses (Animals including Humans)</td>
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<td></td>
<td>(including schools and playgrounds)</td>
<td>- Great Fire of London</td>
<td>(British values link – Significant people/events from British History)</td>
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<tr>
<td><strong>Geography</strong></td>
<td><strong>Small area of the UK</strong></td>
<td><strong>Design Technology</strong></td>
<td><strong>Geography</strong></td>
<td><strong>Design and Technology</strong></td>
<td><strong>Geography</strong></td>
<td><strong>Music</strong></td>
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<td>(where pupils live and play)</td>
<td>Mechanisms – pop ups and simple card levers</td>
<td>Small area in a contrasting non-European country</td>
<td>Food – the eatwell plate, where food comes from, principles of a healthy diet</td>
<td>Fieldwork in the school Grounds</td>
<td>Experimenting with and creating musical patterns</td>
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<td>(British values link – Mutual Respect/Tolerance of others)</td>
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<tr>
<td><strong>Art and Design</strong></td>
<td><strong>Drawings and paintings of local area developed into printmaking and collages</strong></td>
<td><strong>Music</strong></td>
<td><strong>Design and Technology</strong></td>
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<td><strong>Design and Technology</strong></td>
<td><strong>Art and Design</strong></td>
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<td>Using voices expressively – singing songs, speaking chants and rhymes</td>
<td>Mechanisms – wheels and axles</td>
<td>Structures – stability and strength</td>
<td>3D drawings</td>
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<tr>
<td><strong>Music</strong></td>
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<td></td>
<td>(British values link – Individual Liberty)</td>
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<td></td>
<td>Listening and experiencing how sounds can be made in different ways</td>
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<td><strong>Curriculum Events</strong></td>
<td><strong>Owl experience</strong></td>
<td><strong>Great Fire of London Workshop Christmas event</strong></td>
<td><strong>Planetarium visit</strong></td>
<td><strong>Trip to St Leonard’s Farm</strong></td>
<td><strong>Trip to Fairburn Ings</strong></td>
<td><strong>Visit from an artist Year 2 Leavers’ play</strong></td>
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<td><strong>Parent Inspire Event</strong></td>
<td><strong>Art Event – KS1 Art Gallery</strong></td>
<td><strong>Making Space Vehicles (DT)</strong></td>
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<td><strong>Junk/Chicken Wire Robots</strong></td>
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<tr>
<td><strong>Additional subjects</strong></td>
<td><strong>Art and Design</strong> – Experimenting with different media.</td>
<td><strong>Music</strong> — Exploring tuned and un-tuned instruments.</td>
<td><strong>Art and Design</strong> — Printing. Taking inspiration from nature.</td>
<td><strong>Art and Design</strong> — Drawing (first hand observations from nature).</td>
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<td><strong>Computing</strong></td>
<td>Information Technology – sound and multimedia (British Values link – Rule of Law (Keeping safe))</td>
<td>Computing Information Technology - digital research</td>
<td>Computing Computer Science - computational thinking /programming</td>
<td>Computing Information Technology – data handling</td>
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<td><strong>Additional British Values Link</strong></td>
<td>British Values Harvest School Rules Assemblies School Council voting</td>
<td>British Values Diwali Remembrance Hanukkah Christmas School Council assembly</td>
<td>British Values English New Year Chinese New Year Tu B’Shevat NSPCC event School Council assembly</td>
<td>British Values Lent Sport relief Holi Making a positive difference assembly Charity Week Easter School Council assembly</td>
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<td><strong>PSHCE</strong></td>
<td>New Beginnings</td>
<td>Getting On and Falling Out! Anti-Bullying</td>
<td>Going for our Goals</td>
<td>Good to be Me</td>
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<td><strong>Investors in Pupils</strong></td>
<td>Class charter Individual target Class target Vision statement Negotiated rewards Monitors – voting process Worry and question box</td>
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<td><strong>Christian People/Jewish People</strong></td>
<td>RE – Believing Who is a Christian and what do they believe? Who is Jewish and what do they believe?</td>
<td>RE - Living How should we care for others and the world, and why does it matter?</td>
<td>RE - Expressing What makes some places sacred?</td>
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<td><strong>Religious Events</strong></td>
<td>Harvest Festival Christingle Christmas concert</td>
<td>Easter</td>
<td>Visit to a synagogue</td>
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## Ongoing subjects

**Geography/Science**
Nature and field journals - observations over time of seasonal changes, plants, weather and length of day, observations of plants and animals in their local environment throughout the year.

**PE**
Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances.

**E-safety**
Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.

### History
Black History Month (Rosa Parks/Mary Seacole)

### English
Spelling and handwriting taught discretely.

#### English Writing experiences subject to change

- Stories with familiar settings
- Non-chronological reports
- Poems on a theme
- Range of non-fiction texts
- Stories by the same author
- Non-chronological reports
- Instructions
- Stories with familiar settings
- Persuasion
- Riddles
- Stories with fantasy settings
- Non-fiction texts: booklets
- Traditional rhymes
- Poems for learning by heart

#### Maths
- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Properties of shape
- Position and direction
- Statistics (Year 2 only)
- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Properties of shape
- Position and direction
- Statistics (Year 2 only)
- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Properties of shape
- Position and direction
- Statistics (Year 2 only)

### Additional opportunities for promoting British Values:

#### Democracy
- School ‘Golden’ rules
- Voting for School Council class members
- Children to support non-uniform days supporting charities
- Class jobs and responsibilities
- Talk partner and small group work where children can express their voice with their

#### Individual Liberty
- On the playground, encouraging children to express their playing in relation to others keeping themselves and others' safe in relation to what they choose to play
- Having the choice to join extra-curricular clubs

#### Rule of Law
- School ‘Golden’ rules
- Individual class rules i.e. carpet and table rules
- PE lessons – rules for safety
- School trips – rules on the coach and for being out and about to keep us safe

#### Tolerance and Mutual Respect
- The ethos of the school
- The ethos set in each individual class – building relationships between adults and children and children with their peers to show respect and tolerance for each other (day to day conversations, dealing with incidents that
opinions on how to approach a task and their ability to negotiate with the groupings

<table>
<thead>
<tr>
<th>SEAL lessons to promote individual liberty, whilst showing respect and tolerance if different opinions are discussed</th>
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</table>
| Bonfire night – Guy Fawkes – breaking rules and consequences  
Visitors in school – including police/fire service  
RE – exploring rules in different faiths |

happen that day and not leaving them unsolved)

| SEAL  
RE lessons  
Paired and team activities in the curriculum throughout the year  
Life cycle work – caterpillars to butterflies in the classroom, pond dipping, outdoor learning looking at different habitats |