



Puttenham CofE Infant School Year 2 Long Term planning

	Autumn The Great Fire of London	Spring Transport - 'On the Move'	Summer Our Marvellous World - <i>How can we be good citizens?</i>
Key theme/s	School values: Respect and love British Values: Democracy, The rule of law, Individual liberty and Respect Key celebrations Remembrance, St Andrew's Day, Children in Need, Christmas Jumper Day, Gunpowder Plot, Black History Month, Christmas	School values: wisdom, hope and resilience British values: Respect and Liberty Key celebrations Burns Night, Shrove Tuesday, Mother's Day, Science, St Patrick's Day, St David's Day, Comic Relief, St George's Day Easter	VALUE: Wisdom, respect, love and hope Courage British Values: Community & caring for the wider world, Respect, Liberty, Tolerance of those with different faiths and beliefs. Key celebrations: May Day, Leaver's service
	Cultural capital: Walk to Hop fields, Black History Month models, famous artists, history (artefacts), out-of-school trips, music (high quality recorded music, experience variety of instruments), PE (successful athlete videos), visitors, activities day, literacy (quality texts, author/illustrator focus book week), science - key scientists, world view (Geography comparing lives/beliefs/cultures of children around the world), Curiosity Cloche artefacts, democracy voting for books		
Visits, Visitors or trips	Fire Service visit (tbc)	Brooklands Transport Museum	Three Peaks Barfields WWF 'Tropical Workshop' Bee Keeper visit to school? (free) Free virtual talk on habitats with David Shepherd foundation
English	Use the strategy – think, say, write and check Handwriting: Continue to practise lower case and lower case letters, correct size relative to one another. Begin letter joins. 1 week initial assessment 6 weeks – 2 stories 1st story – beginning, middle and end (independent writing) 2nd story – introduce 5 steps and write a story independently using the plan 3 weeks – non-fiction linked to topic. Recount (could be linked to a trip and workshop), labels and captions, instructions, 2 week poetry (could be linked to harvest, fireworks or Christmas) 2 weeks Christmas writing – e.g. letter, lists or Christmas story <u>Possible key texts:</u> Vlad and the GFoL by Kate Cunningham Great Fire of London by Emma Adams	Use the strategy – think, say, write and check Handwriting: begin to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 5 weeks story writing: Using a 5 step plan with increased independence, wide vocabulary and punctuation and tenses (mostly used correctly and consistently) 2 weeks information texts – Linked to topic 1 Recount (could be linked to a real event) 1 week poetry (could be linked to spring, Mother's day or riddle) 2 weeks non-fiction 1 week book review 1 week Easter writing Assessment - non-fiction <u>Possible key texts:</u> The Journey by Aron Becker Dragon Machine by Helen Ward	Use the strategy – think, say, write and check Handwriting: form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. GD: Use some of the diagonal and horizontal strokes needed to join letters. 6 weeks of fiction – 2 stories See TAF statements for Exp and GD 1 week book review 2 week instructions/procedural (e.g. science investigation) 1 week – recount of a real event/diary 2 week explanation text – linked to growing or topic 1 week letter – junior school Revision of skills Assessment against TAF statement Moderation – narrative
	Handwriting: transcript		



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Phonics	<p>RWI Phonics programme</p> <p>Recap any missing sounds gaps and build fluency when reading stories. Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read all set 3 sounds speedily Read alien words using sounds covered Read all words containing Set 3 sounds</p> <p>Read Blue storybooks with increased fluency and comprehension.</p> <p>Read a passage at 70+ words per minute. Speed Sound Lesson reviews Set 2 and 3 Sounds.</p> <p>To read the red words (non-decodable words)</p> <p>To build up the speed of reading words with set 1, 2 and 3 sounds (green words).</p> <p>Comprehension Children are taught specifically to:</p> <ul style="list-style-type: none">- Use clues to predict.- Answer and ask questions (verbally or in simple written form).- Discuss the sequence of events in books.- Discuss and clarify the meaning of words <p><i>Throughout year 2 children are expected to:</i></p> <ul style="list-style-type: none">- Choose books to read for their own pleasure- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)- Answer a range of questions based on VIPERS – both verbally and in written form.- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context. <p><i>Build up a repertoire of poems learnt by heart, appreciating and reciting these with appropriate intonation to make the meaning clear. This will also be linked to the Puttenham Speaking and Listening award.</i></p>	<p>RWI Phonics programme and RWInc Spelling programme</p> <p>Recap any missing sound gaps and build fluency when reading stories. Teach multi-syllabic words Read multi-syllabic words speedily. Spell multi-syllabic words Spell set 2 and set 3 words Read Grey storybooks with increased fluency and comprehension.</p> <p>Read 80+ words per minute. Read all of set 3 sounds speedily.</p> <p>To read the red words speedily (non-decodable words)</p> <p>Comprehension Children are taught specifically to:</p> <ul style="list-style-type: none">- Explain and discuss their understanding of books.- Begin to answer questions about text in a written form.- Discuss their favourite books, words and phrases.- Explore how non-fiction books are structured in different ways.- Make inferences on the basis of what is said and done.-Begin to answer questions verbally and in written form about longer pieces of text. <p>To check what they are reading makes sense to them, correcting any inaccurate reading. To make links between the book they are reading and other books they have read.(plus Autumn term objectives) To listen, discuss and express a view about a wide range of poetry, stories, non-fiction at a level beyond that at which they can read independently. To identify and discuss the sequence of events in books and how information can be related. To make plausible predictions about what might happen on the basis of what has been read so far. To be able to retell a range of books, fairy stories and traditional tales. This will be linked to the ‘Favourite five’ stories. Identify simple recurring literary language in stories and poems. Discuss what they like or dislike about words, phrases and texts they have read. Make book recommendations.</p> <p><i>Throughout year 2 children are expected to:</i></p> <ul style="list-style-type: none">- Choose books to read for their own pleasure- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)- Answer a range of questions based on VIPERS – both verbally and in written form.- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context. <p><i>Build up a repertoire of poems learnt by heart, appreciating and reciting these with appropriate intonation to make the meaning clear. This will also be linked to the Puttenham Speaking and Listening award.</i></p>	<p>RWI Spelling programme</p> <p>Reading Chapter 1 & 2 books RWI Comprehension</p> <p>Children are taught specifically to:</p> <ul style="list-style-type: none">- Participate in discussion about poems.- Continue to build up a repertoire of poems.- Recognise simple recurring literary language in poetry.- Answer questions about longer pieces of text in a written form. <p>- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context</p> <p>Discuss what they like or dislike about words, phrases and texts they have read. Make book recommendations. To check what they are reading makes sense to them, correcting any inaccurate reading. To answer questions and make some inferences. To make links between the book they are reading and other books they have read. Build up a repertoire of poems learnt by heart, appreciating and reciting these with appropriate intonation to make the meaning clear. This will also be linked to the Puttenham Speaking and Listening award.</p> <p><i>Throughout year 2 children are expected to:</i></p> <ul style="list-style-type: none">- Choose books to read for their own pleasure- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)- Answer a range of questions based on VIPERS – both verbally and in written form.- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context <p><i>Build up a repertoire of poems learnt by heart, appreciating and reciting these with appropriate intonation to make the meaning clear. This will also be linked to the Puttenham Speaking and Listening award.</i></p>
	<p>SPAG: common exception words, sight words, capital letters, letter names, full stops, question/exclamation marks, finger spaces, adjectives and nouns</p>		



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Maths	<p>Place value to 100 - partition a number and use place value to solve problems (recap part-part-whole)</p> <p>Number bonds for 10, 20, 100 Add and subtract two-digit numbers and ones, and two-digit numbers and tens, (no regrouping)</p> <p>2-D and 3-D shapes – names and properties.</p> <p>Addition and subtraction - 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)</p> <p>Money - coin recognition, value of different coins, counting and making amounts using pence and pounds</p> <p>Count in 2s, 5s and 10s and use this to solve problems</p> <p>Multiplication- introduction to equal groups, counting equal groups and making arrays</p>	<p>Add equal groups, multiplication, making arrays and using x symbol. Recall multiplication facts for 2, 5 and 10 and use them to solve simple problems. Begin to understand the relationship between equal groups and sharing for multiplication and division.</p> <p>Division facts for 2, 5 and 10 and use them to solve simple problems</p> <p>2-D and 3-D shapes – names and properties. including number of sides, vertices, edges, faces and lines of symmetry.</p> <p>Fractions - Identify 1/4 , 1/3 , 1/ 2 , 2/ 4 , 3/ 4 , of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>Time - Read the time on a clock to o'clock, half past and to the nearest 15 minutes</p> <p>Number bonds - within 10/20/100. Use NB to reason with and calculate bonds to and within 20, recognising other associated additive</p> <p>Recap adding and subtraction strategies</p> <p>Learn to read scales in divisions of ones, twos, fives and tens</p> <p>Capacity - learn to estimate measure then compare capacity using litres.</p>	<p>Place value and number bond starters</p> <p>Addition and subtraction - drawing out & mental strategies. 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) Mountain and mole hill</p> <p>Add by making 10 – Add 2-digits and 1-digit (crossing 10) – Subtraction crossing 10(1) – Subtract 1-digit</p> <p>Subtract with 2-digits (2) (crossing 10) – Find and make number bonds – Bonds to 100 – Add three 1-digit numbers</p> <p>Money - use different coins to make the same amount and problem solving</p> <p>Fractions – Identify 1/4 , 1/3 , 1/ 2 , 2/ 4 , 3/ 4 , of a number or shape, and know that all parts must be equal parts of the whole. Equivalent fractions.</p> <p>Time - Recall days of the week and months of the year. Read the time on a clock to o'clock, half past and to the nearest 15 minutes (nearest 5 minutes)</p> <p>Multiplication recap - count in twos, fives and tens from 0 and use this to solve problems Division - division facts for 2, 5 and 10 and use them to solve simple problems</p> <p>Shape</p> <p>Capacity and measure</p>
Science	<p>Discrete lesson on changing materials (Harvest bread)</p> <p><u>Animals, including humans (also links to RSE)</u> *notice that animals, including humans, have offspring which grow into adults</p> <p>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Investigation to understand the importance of exercise. Data collection e.g. Tally food, exercise, heart rate etc.</p> <p><i>Possible Famous Scientists - Louis Pasteur, Joseph Lister Marie Daly and Ada Lovelace</i></p>	<p><u>Uses of everyday materials</u> (links to transport)</p> <p>* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching- e.g. make paper.</p> <p>Make a bird feeder from recycled items (links to RSPB Big Bird Watch)</p> <p><i>Possible Famous Scientists - John Dunlop, John McAdam, the Wright Brothers and Amelia Earhart</i></p>	<p><u>Plants</u> *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</p> <p><u>Living things and their habitats</u></p> <p>* 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 microhabitats * 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 * explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><i>Possible Famous Scientists - Charles Darwin, David Attenborough, Jane Goodall and Rachel</i></p>
RE	<p>What is God like for Christians?</p> <p>Why is giving important to Christians?</p>	<p>Why do Jewish families celebrate the gift of Shabbat?</p> <p>Why do Christians call God saviour?</p>	<p>Who is Allah and how do Muslims worship Him?</p> <p>Why should we look after our world?</p>



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PSHE	<p>Themes</p> <p>To feel settled in my new class/school</p> <p>Wisdom - My new class – questions and feelings</p> <p>Respect - How to be safe at school – class rules.</p> <p>Hope – Dreams and goals - setting targets (3 weeks)</p> <p>Children gain understanding of class expectations and contribute own suggestions to class rules</p> <p>Children able to work together successfully</p> <p>Love, respect, resilience, wisdom and hope</p> <p>Aut Term 1 On-line –safety lessons</p> <p>My family and friendships</p> <p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Love, respect, resilience, wisdom and hope</p> <p>Aut Term 2 What makes a good friend?</p> <p>How do we treat our friends and how do we resolve conflicts?</p> <p>Being healthy (links to science, DT and PE).</p> <p>How to keep healthy in our body and our mind. Identify what we need to do to stay</p>	<p>Love, respect, resilience, wisdom and hope</p> <p>Term 2</p> <p>On-line safety lessons</p> <p>My feelings</p> <p>Naming feelings and emotions, recognising how we feel linked to an emotion and what we can do to bring ourselves back down to calm, identify ideas to regulate our feelings.</p> <p>Year 2 – First Aid (St John’s) (Fire Service)</p> <p>Keeping safe</p> <p>First aid</p> <p>How do rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) Identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them. Know what to do if something makes them feel unsafe or uncomfortable, including keeping secrets. Identify that they can tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>	<p>Love, respect, resilience, wisdom and hope</p> <p>Term 3</p> <p>On-line safety lessons</p> <p>Know that everything they see online is true or trustworthy and that you leave digital footprints</p> <p>Being healthy (links to science, DT and PE).</p> <p>Know how to keep safe in the sun</p> <p>Identify different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV and the people who help us to stay physically healthy</p> <p>Growing and changing.</p> <p>Name the main parts of the body and use the correct language</p> <p>Identify how we all grow and change from young to old and how people’s needs change</p> <p>Transition/moving on (2-3 weeks) (links to science).</p> <p>Recognise what makes them special</p> <p>Recognise the ways in which we are all unique</p> <p>Identify what they are good at, what they like and dislike</p> <p>and how to manage when finding things difficult</p> <p>Preparing to move to a new class/year group linked to Leaver’s Pause Day RE activities</p>
History	<p>Great Fire of London</p> <p>Chronological understanding- Show an awareness of the past, using common words and phrases relating to the passing of time- maps of London over time. Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.</p> <p>Historical enquiry- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. <i>Artefacts such as diary, paintings of London from that time</i></p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Events, people and changes- Learn about the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>Historical Substantive concept (government) -</p> <p>The Government, captial city, Parliament</p> <p><i>Significant people: Samuel Pepys, Martin Luther King Jr and Maya Angelou</i></p>	<p>Transport</p> <p>Understanding of Events, people and changes- Learn about the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p> <p>The Wright brothers.</p> <p>How did they plan to fly?</p> <p>What was their goal?</p> <p>How did they achieve their goal?</p> <p>How do we remember their legacy?</p> <p><i>Possible significant people: Amelia Earhart, Elon Musk the Wright Brothers and Amelia Earhart</i></p>	<p>To find out about significant local places, events and people (The history barn in Puttenham village, local speakers and Puttenham village).</p> <p>Links to transition - Describe changes within living memory and aspects of change in national life (<i>time at school over the past three years</i>).</p> <p>Historical Substantive concept (government) -</p> <p>Write to Prime Minister / Parliament</p> <p><i>Possible significant people: David Attenborough, Greta Thunberg, Jane Goodall and David Shepperd</i></p>



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Geography	<p>Locational Knowledge</p> <p>London- Capital city links to Great Fire of London, maps of London over time links to history</p> <p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage with links to London, the capital city and links to any sporting events e.g. World Cup, Olympics etc.</p> <p>Locational Knowledge</p> <p>Name and locate the four countries of the United Kingdom.</p> <p>Identify characteristics of the four countries (flags)</p> <p>Name capital cities within the UK.</p> <p>Forest school (revisit on Village walk in summer Term) – to use simple fieldwork and observational skills to study the geography of the school, the grounds and its surrounding environment. Use directional language straight on, half turn, quarter turn, left and right to describe location of features and routes on a map.</p> <p>Comment and ask questions about what they have observed in the environment.</p>	<p>Locational Knowledge</p> <p>Name and locate all of the world's seven continents and five oceans.</p> <p>To know that the UK is surrounded by different seas.</p> <p>To identify the differences and similarities between where they live and other places they have found out about.</p> <p>Geographical Skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage with links to UK, seas and e.g. Amelia Earhart's journey and links to any sporting events e.g. World Cup, Olympics etc.</p>	<p>Geographical Skills and Fieldwork</p> <p>Ask more complex geographical questions and discuss responses.</p> <p>Devise maps and use and construct basic symbols on a key.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage with links to comparing the rainforest and UK and e.g. links to any sporting events e.g. World Cup, Olympics etc.</p> <p>Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p> <p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to key features of places - putting onto a map)</p> <p>Physical: cliff, hill, mountain, river, soil, valley, vegetation, island, rainforest</p> <p>Human factory, farm, house, office, port, harbour, shop</p> <p>Place Knowledge</p> <p>Know about some present changes that are happening e.g. at school, in the local environment and within the United Kingdom. To know how this can have an impact on how we live our lives (class/school council).</p> <p>To describe the features of the school and how they can be improved.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European (Rainforest e.g. Brazil?).</p> <p>Fairtrade – Rainforest</p> <p>The cacao tree, or 'Theobroma cacao' –</p>
Computing	<p>E- safety and E-sense</p> <p>Revisit school rules and rules to stay safe at home. Posters up around class or school.</p> <p>Pupils will be taught to use technology safely and respectfully by:</p> <ul style="list-style-type: none"> explaining why it is important to keep their personal information private including name, address, password etc; identifying where to go for help and support when they have concerns about what they have seen online; <p>Termly discrete e-safety lessons – Espresso discovery</p> <p>Multi-media- GFOL</p> <p>To use technology to organise their learning by choosing different tools, apps etc.</p> <p>To begin to know the different app tools, to know how to use a keyboard,</p> <p>To save, print and open a document.</p> <p>To use QR codes to access websites</p> <p>Data handling</p> <p>Feeling good week & science links to being healthy.</p> <p>To explain the different ways to use technology to collect information, including apps, programs, camera, Dictaphone, microphone etc.</p> <p>To make and save a chart or graph using the data they collect (Purple Mash).</p>	<p>E- safety and E-sense</p> <p>Pupils will be taught to use technology safely and respectfully by:</p> <ul style="list-style-type: none"> recognising that they must only use websites and games appropriate for their age; understanding the importance of filters both at home and at school; <p>Termly discrete e-safety lessons – CEOPs videos, Digi-duck.</p> <p>Multi-media- Amelia Earhart (Wright Brothers in 2022-2023)</p> <p>To use technology to organise their learning by choosing different tools, apps etc.</p> <p>To begin to know the different app tools, to know how to use a keyboard,</p> <p>To save, print and open a document.</p> <p>To use QR codes to access websites.</p> <p>Programming</p> <p>To explain what an algorithm is.</p> <p>To give instructions that are more complex to their friend e.g. half turn, quarter turn, forward etc.</p> <p>To explain the order that is needed to do things to make something happen.</p> <p>To program a Beebot/Probot to do a particular task.</p>	<p>E- safety and E-sense</p> <p>Pupils will be taught to use technology safely and respectfully by:</p> <ul style="list-style-type: none"> asking an adult before downloading files and games from the internet; limiting the amount of time spent on the computer. <p>Termly discrete e-safety lessons – CEOPs videos, Digi-duck.</p> <p>Programming</p> <p>To use program/app to create algorithms such as scratch junior, lightbot and Purple Mash (y2).</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To debug a program by trying different instructions.</p> <p>To write/input, test and debug an algorithm.</p> <p>To explain their learning.</p> <p>Technology in our lives</p> <p>To explain how we use technology at home and at school.</p> <p>To explain why technology is important and the benefits e.g. finding information, storing information, creating and for pleasure.</p> <p>Login for Purple Mash and to use eBooks.</p> <p>To know how to operate the stereo for assemblies.</p>



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PE	<p>CT - Forest school</p> <p>SCL – Gymnastics</p> <p>Flow/low level equipment.</p> <p>To show awareness of their body shapes to create different shapes and balances. To use direction, speed and levels to explore ways of linking their movements to develop a sequence that they can repeat.</p> <p>To have opportunities to observe others and give positive feedback. To perform different shapes in the air and when landing.</p> <p>To understand the need to bend their knees and for four people to lift a mat.</p> <p>Medium and high level equipment. To understand the importance of following the rules that keep us safe. Stay quiet, be aware of others jumping and using the mats. If jumping on to a Gym stool ensure that one person is on the table and that they land on two feet with legs bent.</p> <p>To begin techniques for climbing, balancing and jumping off apparatus at different levels.</p> <p>To observe others and give feedback.</p>	<p>Dance (Maypole) – skipping to music. Listening to the beat.</p> <p>Dance – Imaginatively use movement responding to stimuli including music, changing direction, jumping, turning and using gestures.</p> <p>SCL - Ball skills</p> <p>Passing the ball with a partner, rolling a ball, bouncing the ball to a partner.</p> <p>To perform a range of throwing and catching skills with control .To throw different types of equipment in different ways for accuracy and distance.</p> <p>To work with a partner showing awareness of distance and the strength of the throw to reach their partner. Throw, catch and bounce a ball to a partner.</p>	<p>CT - Games- Teams, attacking, inventing and defending.</p> <p>Striking</p> <p>To understand how to hold a racket. To know how to position their bodies when approaching the ball. To transfer their weight as they swing forward. To understand where their racket or foot points once they have made contact to determine where the ball goes. To know which part of their foot should make contact with the ball. To know the ways that they can ensure their partner receives the ball. To vary equipment/space to make it easier/harder</p> <p>SCL – Athletics To use their bodies and equipment with greater control and coordination To remember, repeat and link combinations of actions To choose skills and equipment to help them meet the challenges they are given.</p> <p>Invasion Games To travel with a ball under control To send and receive a ball over a variety of distances To start to develop attacking and defending strategies in a small sided game To remember, repeat and link combinations of actions.</p>
Music	<p>Dynamics & Tempo How Does Music Teach Us About The Past? Listening, Singing, Playing Composing and Performing Charanga Ho Ho Ho</p>	<p>Pulse, Rhythm, Pitch, Tempo and Composing through learning to play the recorders Charanga- KS1 Recorder World Spring Term</p> <p>Listening & Appraising</p>	<p>Exploring and improvising How Does Music Teach us about looking after the planet? Unit 6 Charanga</p> <p>Reflect, rewind replay Listening & Appraising</p>
Art	<p>Painting/Printing (poster/acrylic) Colour wheel, tones, shades and tints.</p> <p>Taking inspiration from the work of the artist, <u>Rita Greer</u>, (look in particular at her 2008 painting of the Great Fire of London) they will use thick and thin brushes to paint (poster) the flames and will print the buildings (using acrylic and template of Tudor house).</p> <p>Sculpture Clay Poppies (links to Y2 Science – malleable materials)</p>	<p>Drawing To develop pencil techniques to create dark and light lines; to change the direction of lines for effect (transport inspired drawings)</p> <p>Mother’s Day card- Drawing (Pastels) Draw and pastels (not paint) They will spend time learning about tints, shades and tones and create an abstract painting using tints and shades.</p> <p>Easter card-water colours, three crosses</p> <p>Artist – local flower artist, Leonardo Da Vinci (Links to RE with ‘The Last Supper’ painting)</p>	<p>Collage Observational drawings of exotic plants from the rainforest (links to science) using watercolours</p> <p>Henri Rousseau rainforest art (layered 3D effect with different thicknesses of paper) Make and create a collage inspired by Rousseau’s ‘Surprise’ https://www.nationalgallery.org.uk/stories/make-and-create-a-collage-inspired-by-rousseaus-surprised</p> <p>Drawing/Painting</p>
DT	<p>Cooking and Nutrition - DT- Harvest bread making Healthy food preparation and cooking</p> <p>Christmas card – concertina</p>	<p>Design/Make/Evaluate Make a moving vehicle (land racer?) (Square section wood, round dowel to create a vehicle which has axels for moving wheels wind powered by fans) Use saw, ruler, scissors accurately, join materials in a suitable way. Use triangles at corners to strengthen joins. Plan and evaluate.</p> <p><i>Use materials to construct according to characteristics</i></p> <p>Make a bird feeder from recycled items (links to RSPB Big Bird Watch)</p>	<p>Make-Sewing Summer 2: Sewing / textiles project – building on from running stitch in Year 1</p>