



Autumn 1 (7 weeks)

Autumn 2 (7 weeks)

Spring 1 & 2 (11 weeks)

Summer 1 (5 weeks & 2 days)

****SATS****

Summer 2 (5 weeks)

****Phonics Screening****

Dragon Rescuers



Fire, fire!



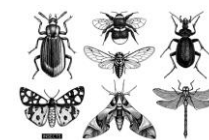
From forest to rainforest



Astro School



Minibeast Madness



Science

Throughout the Year...

To observe changes across the four seasons (reference display).

To observe and describe weather associated with the seasons and how day length varies (reference display).

Children should use a range of secondary sources of information.

To find out about and describe the basic needs of animals, including humans, for survival (water, food, shelter and air).
[What does a baby dragon need to survive?](#)

To identify and compare the suitability of a variety of everyday materials.
[Reflect on building materials used to build houses in 1666 and how these have changed.](#)

To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
[Become material experts.](#)

To explore and compare the differences between things that are living, dead and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
[Explore local habitats then compare to the rainforest habitat.](#)
[Explore spider monkeys and how they are suited to live in the Rainforest.](#)

To 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.
[Local and rainforest.](#)

Describe the importance for humans of exercise, eating, the right amounts of different types of food, and hygiene.
[Astronauts – healthy eating](#)
[How humans survive on Earth.](#)
[What astronauts need in space.](#)

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
[Grow plants under different conditions – fair testing – astronaut challenge.](#)

To identify and name a variety of plants and animals in their habitats, including micro-habitats.
[Name local plants and identify habitats in school grounds.](#)
[When looking at minibeasts look at micro-habitats.](#)

To notice that animals, including humans, have offspring which grow into adults.
[Lifecycles continued from rainforests.](#)

Working Scientifically

INVESTIGATION STATION
Do you think...?
I wonder why...?
How will we find out...?
I wonder how...?
I wonder if...?
What happens if...?

Children should have the chance to raise their own questions.
Children should be encouraged to notice patterns and relationships.

Observing changes over time
STEM: Foaming Dragons!
Using their observations and ideas to suggest answers to questions.
Making a prediction.

Comparative and Fair Testing
Investigate how to change the shape of different materials.
Asking simple questions and recognising that they can be answered in different ways
Test materials to become material experts when comparing houses from 1666 to now.

Observing changes over time
Introduce Super Forest Ant Habitat
Observing closely, using simple equipment.

Pattern seeking
Leaves
Footprints

Research
Rainforest animal research

Comparative and Fair Testing
Gathering and recording data
Plant diary of growth in different conditions

Identifying and classifying
Pond dipping
Classification flow charts
Research
Lifecycle of a bee or a Ladybird
Pattern Seeking
Data Collection – Which flowers attract bees and why?

Outdoor Explorers

What's happening?
Seasonal changes
Dragon evidence

Seasonal changes
Autumn wild writing
Fire pit
Making mud bricks

Rubbings
Plant bulbs
Animal tracks

Seasonal changes
Bird identification activity
Shapes of leaves
Pattern seeking

Planting
Growth observations
Map activities
Local flora and fauna

Seasonal changes
Minibeast Hunt
Bug Hotels
Make natural perfume

Eco Schools

Healthy Living
Transport
WOW Walking challenge
Transport Survey
What's under your feet?

Waste
Shoebboxes Appeal
Hedgehog homes
Switch off Fortnight
World Soil Day
Festival of Winter Walks

Litter
School Grounds
Big Garden Birdwatch
Bird feeders
The Big Energy Saving Week

Water
Biodiversity
Fairtrade Fortnight
Waste week
Big Schools Birdwatch
Recycle to Read campaign
Link to international school

Global Citizenship
Marine
What's under your feet?
WaterAid
Earth Day
Walk to School Week
Gardening Week Activities

Energy
Big Butterfly count
World Oceans Wee
Save the Bees

<h2>Geography</h2> <p>Ongoing...</p> <p>To identify seasonal and daily weather patterns in the UK</p> <p>Locational knowledge</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea.</p> <p>To name and locate the world’s 7 continents and 5 oceans.</p> <p>Skills and Fieldwork</p> <p>To use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied at this key Stage.</p>	<p>Introduce class to the UK and World map that will be referred to throughout the year. Include photographs etc. of children’s home countries.</p> <p>Teach words: globe, atlas, and map. Display continents, oceans, and UK country words.</p> <p>Human and Physical</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Where does the Snow dragon live?</p> <p>Where does the Sun dragon live?</p> <p>Mapwork – Identifying physical features around the UK. Suggesting suitable places for dragons to live based on this.</p>		<p>London – capital city</p> <p>Recap UK capital cities</p> <p>Link capital cities to historical events.</p> <p>The Gunpowder Plot</p> <p>The Great Fire of London</p>		<p>Skills and Fieldwork</p> <p>Use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Help characters find their way to the problem solvers office.</p> <p>Billy the Brave Knight.</p>	<p>Place knowledge</p> <p>To 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 country.</p> <p>Our school vs school in Brazil</p> <p>Human and physical</p> <p>Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features including: city, town, village, factory, far, house, office, port, harbour and shop.</p> <p>When comparing places in UK and Brazil.</p> <p>Link to where animals like to live – physical and deforestation increases human features.</p> <p>3D map model.</p>	<p>Name and locate world’s seven continents and five oceans.</p> <p>Link to world’s famous explorers.</p>	<p>Skills and Fieldwork</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Make a map with instructions of how to get to Ugly Bug Ball.</p> <p>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.</p> <p>Include key physical and human features on map on how to get to Ugly Bug Ball.</p> <p>Instructions, directions and keys.</p>
	<h2>History</h2> <p>Ongoing...</p> <p>To use common words and phrases relating to the passing of time.</p> <p>To develop sense of chronology.</p> <p>To display class timeline and refer to regularly.</p>	<p>Historical event in own locality.</p> <p>Costessey Dragon</p>	<p>Events that are beyond living memory that are significant nationally or globally.</p> <p>The Great Fire of London</p> <p>Guy Fawkes – The Gunpowder Plot</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Compare aspects of life in different periods.</p> <p>Compare Neil Armstrong and Christopher Columbus.</p> <p>See ‘History Planner Explorers’</p>				
<h2>Religious Education</h2>	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>(Christian, Jewish, Hindu)</p>	<p>What does the nativity story teach Christians about Jesus?</p> <p>(Christian)</p>	<p>How do Christians belong to their faith family?</p> <p>(Christian)</p>	<p>How do Jewish people celebrate Passover (Pesach)?</p> <p>(Jewish)</p>	<p>Why do people have different ideas about the idea of God?</p> <p>(Multi-Humanist)</p>			

Design Technology

Ongoing skills...

cutting, measuring, marking out, hole punching, tying, joining, safety, hygiene

Project STEM Project – Dragon Bottles

Design, make and evaluate a dragon bottle.

Focus on attaching, securing and selecting appropriate materials. .

Project Design, Make and Evaluate pizzas.

To use the basic principles of a healthy and varied diet to prepare dishes. **How can you make your pizza healthier?**

Tudor Houses

Design – using rulers.

Make – Follow design.

Evaluate against success criteria.

Key vocabulary: Attach, secure, stable and finish.

Project Seasonal class crumble From preserved fruit picked in Autumn term (local foraging)

To use the basic principles of a healthy and varied diet to prepare dishes.

To understand where food comes from.

Fairtrade

Chocolate – cocoa beans

Rainforest fruit

STEM Project

Building bridges - Link to Brunel and rainforests

Teamwork activity

Making and exploring tent structures. To build structures, exploring how they can be made stronger, stiffer and more stable.

Project Make a Space Rover

To explore and use mechanisms - wheels and axels.

Butterfly Sewing skills

Project

Make a seasonal summer fruits ice lolly

To understand where food comes from.

Taste honey

vote favourite

make honey bread

To understand where food comes from.

Art and Design

Expressive art and design

Develop drawing skills
Drawing: Charcoal dragons.
Clay dragon eyes – focus on shape, texture and using a variety of techniques to create detail and pattern.

Pattern and shape: Fireworks
Look at Japanese firework art, printing and artists.
Create 3D Japanese firework art.
Christmas wrapping paper – printing.

To improve our drawing skills and understanding of ‘line’ and ‘tone’, the children will explore drawings of fabulous architecture.
Detailed drawing and watercolour of a Rainforest animal.

The Rainforest is an inspiration to many artists including Henri Rousseau and traditional Mola textile artists. The children will explore artwork looking carefully at the shapes, patterns and colours.
Fabric dyeing, collage, pattern, colour, shape.

Kandinsky space art
Focus on shape, colour and composition.
Clay space art.

Drawing activity based on Lowry adding detail, focus on physical features then add in human features.
Minibeast block printing.

Music

‘Charanga’ scheme of work

The Dragon Song

Listen to and appraise a variety of musical styles including classical.

Finding the pulse within a song.

Knowing the difference between pulse rhythm and pitch.

Performing a song.

Ho, Ho, Ho

Listen to and appraise a variety of musical styles including rap.

Recognise and name some instruments / voices.

Find the pulse.

Clap rhythms.

Understand the difference between pulse, rhythm and pitch.

Rap and sing the song.

Zoo time

Listen to and appraise a variety of musical styles including reggae.

Using instruments to add high and low pitch to the pulse.

Starting to create own rhythms.

Performing the song using dance and actions in time to music.

I Wanna Play in a Band

Listen to and appraise a variety of musical styles including rock.

Play musical parts accurately and in time.

Creating own rhythms and leading rhythm games.

Creating, sharing and performing to the class, then reflecting on how performing makes us feel.

Friendship Song

Listen to and appraise a variety of musical styles including pop.

Use imagination to create your own performance.

Add choreography to the song.

Sing and perform the song with accompanying instrumental parts.

Reflect, Rewind & Replay

Listen to and appraise a variety of musical styles including classical.

Continue to embed knowledge of the dimensions of music using voices and instruments.

Play instruments within the song, share and perform.

Computing

E-Safety

STEM unit: Computer systems and networks – IT around us.

E-safety

Espresso Coding: Year 2 lessons

E-safety

Espresso Coding: Year 2 lessons

E-safety

STEM unit: Creating media - digital photography

E-safety

STEM unit: Creating media - making music

E-safety

STEM unit: Programming A - Robot algorithms (Bee bots)

Visits and Visitors	Mark Elvin – Harvest Assembly	Theatre Royal – Christmas Panto Bowthorpe Worship Centre Carol Service	Woodland visit Local foraging expert	Rainforest minibeast visit	Local walk	Nature Park – Pensthorpe / Norfolk Broad Bee Host visit
Community Focus	<u>Our Class Community</u> See ‘Life Skills - Jigsaw’ learning. What does a happy learning environment look like? Establish class rules.	<u>Our School Community</u> Christmas cards for people who help our school and for those who are lonely / elderly. Toys and Tins Appeal for vulnerable families. Supporting others through Shoebox Appeal.	<u>Local Community</u> How can we be community green heroes?	<u>Global Community</u> Make links to a school in Brazil. Compare school life.	<u>Local Community</u> Amenities that support the community.	<u>School Community</u> How can we make our community minibeast friendly?
Jigsaw – A mindful approach to PSHE and RSHE	<u>Being Me in My World</u> Hopes and fears Rights and responsibilities Rewards and consequences Working co-operatively Mindfulness	<u>Celebrating Differences</u> Identifying differences and similarities Bullying Problem solving Mindfulness	<u>Dreams and Goals</u> Succeeding Identifying strengths Positive attitude Working together Mindfulness	<u>Healthy Me</u> Being healthy Relaxation Being safe Strategies for difficult situations Mindfulness	<u>Relationships</u> Importance of families Solving conflict Respect towards others Trust and appreciation Special to me	<u>Changing Me</u> Life cycles Body change Changes in my life Prepare for transition Mindfulness
Cooking	Tasting foods from the four countries of the UK.	STEM: Brilliant Bread! Making pizzas Breadstick sparklers	Local foraging: Class Seasonal Crumble	Decaf teas from around the world tasting	Tasting freeze dried food	Honey tasting Honey recipes Ice lollies using seasonal berries
Health and Safety	Classroom safety Washing hands	Bonfire safety Pants video	Safety with medicines and cleaning products.	Road safety Stranger safety	Sun Safety E-safety	Water safety
British Values	Democracy Why do we vote? Carry out votes in class. Eco Council – What is their role? Rule of Law Class and School rules Why do we have rules? Individual liberty Life Skills (Jigsaw) link: Understanding my rights and responsibilities within the class. Using my voice: Expressing when someone is stopping you from learning.	Rule of Law Public service roles. How do they keep us safe? Mutual respect and tolerance Jigsaw link: Stereotypes (boy girl) Celebrating cultural diversity within our school and community.	Democracy What is fair? Tell a selection of children they can’t vote - how does that make them feel? Individual liberty Jigsaw link: Dreams and goals: Working through challenges. Helping others achieve their goals.	Mutual respect and tolerance How do we show respect and tolerance?	Democracy The importance of listening to different viewpoints. Rule of Law Rules within our Community and why they exist.	Individual liberty Using my voice: How do I express my opinion? Mutual respect and tolerance Challenging discrimination and prejudice.

Communication and Language



	Dragon Rescuers	Fire, fire!	From Forest to Rainforest		Astro School	Minibeast Madness
Pie Corbett	How to Trap a Dragon Instructions	The Little Red Hen Moral story	Billy the Brave Knight Rescue story	Luca and the Greedy Anaconda Danger story	Q Pootle 5 Problem solving	Insects Matter Instructions
Quality Texts	The Dragon Machine The Boy Who Grew Dragons The Reluctant Dragon How to Catch a Dragon	Toby and The Great Fire of London Mr Fawkes, the King, and the Gunpowder Plot Who was Samuel Pepys? A Day at the Fire Station	The Gruffalo Tidy The Lorax	The Great Kapok Tree The Vanishing Rainforest Window Where the Rainforest meets the Sea Pongo!	Oliver's Fruit Salad Oliver's Vegetables Beegu The Man on the Moon Emma Jane's Aeroplane	I Saw a Bee The Snail Trail Twist and Hop Minibeast Bop! Mad About Minibeasts The Giant Jam Sandwich
Writing Opportunities	Description/Factual Writing Fact file linked to class animal	Creative Writing Diary entry	Non-Fiction Animal facts	Persuasive Text Deforestation posters	Letter Write to NASA	Invitation to the Ugly Bug Ball
	Instructional Text How to trap a witch	Persuasive Text Firework safety poster Job application for working with Santa.	Fiction – Rescue Story Billy the Brave Knight	Non-Fiction Describe artefacts	Creative Writing Trip to the Moon	Minibeast Poetry Diary of observing growth
	Dragon Spine Poem		Wanted Posters	Poetry Rainforest animal – what am I?	Learn Q-Pootle story	Letter to new teacher