

2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>World-wide knowledge links (Global citizenship)</b>	<p>We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching.</p> <p>Whole school initiatives take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.</p>					
<b>Enquiry</b>	Was the Great Fire of London really great?	Why was Neil Armstrong brave?	Ice Age 5 ...could this happen to us?	What would it be like to live in a castle?	How can we grow our own food?	Can anyone be a hero?
<b>Growth mindset &amp; metacognition</b>	I can't do it ...YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
<b>Diversity, Inclusion and Representation</b>	<p><b>Ethnically diverse characters</b></p> <p>Little Red and the Very Hungry Lion By Alex T Smith</p> <p>The Ghanaian Goldilocks By Dr Tamara Pizzoli</p>	<p><b>Cultural diversity</b></p> <p>Last Stop on Market Street</p> <p>The Django By Levi Pinfold</p>	<p><b>Neuro diversity</b></p> <p>Just Ask! by Sonia Sotomayor</p> <p>My Brother Charlie by Holly Robinson Peete</p>	<p><b>Physical disability</b></p> <p>Jessica's Box By Peter Carnavas</p> <p>The Black Book of Colours By Menena Cottin</p>	<p><b>Gender equality</b></p> <p>She Persisted in Sports by Chelsea Clinton</p> <p>Mae Among the Stars By Roda Ahmed</p>	<p><b>Refugee equal rights</b></p> <p>The suitcase By Chris Naylor-Ballesteros</p> <p>King of the Sky By Nicola Davies</p>
<b>Values</b>	Love Respect	Forgiveness Honesty	Kindness and caring Trust	Tolerance Perseverance	Responsibility Friendship	Humility

<p><b>Enriching experiences</b></p>	<p>Fire of London workshop and monument</p>	<p>Greenwich planetarium  Science museum workshop</p>	<p>London Zoo</p>	<p>Windsor Castle</p>	<p>Wisley gardens</p>	<p>Wimbledon Tennis Time Travellers – KS2  National Gallery visit: Take one picture: 'Surprised!' by Henri Rousseau.</p>
<p><b>English Key Texts</b></p>	<p> The Great Fire of London</p>	<p> Man on the Moon</p> <p> I am Neil Armstrong</p>	<p> The Emperor's Egg</p> <p> Beegu</p>	<p> Rapunzel</p>	<p> Pumpkin soup</p> <p> James and the Giant Peach</p>	<p> Traction Man</p> <p> If I were in charge of the world</p>
<p><b>English Writing Genre Write Stuff</b></p>	<p>Recount Letter writing Poetry</p>	<p>Instructions Non chronological report</p>	<p>Recount Poetry</p>	<p>Biography Balanced argument</p>	<p>Story writing Newspaper</p>	<p>Persuasion Story writing</p>

<b>Maths yr 2</b> <b>White Rose</b>	<b>Number: Place Value</b> 3 weeks  <b>Number: Addition and Subtraction</b> 3 weeks	<b>Number: Addition and Subtraction</b> 2 weeks  <b>Measurement: Money</b> 2 weeks <b>Number: Multiplication and Division</b> 2 weeks	<b>Number: Multiplication and Division</b> 2 weeks  <b>Statistics</b> 2 weeks  <b>Geometry: Properties of Shape</b> 2 weeks	<b>Geometry: Properties of Shape</b> 1 weeks  <b>Number: Fraction</b> 3 weeks  <b>Measurement: Length and Height</b> 1 week  <b>Consolidation</b> 1 week	<b>Number: Fractions</b> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <b>Time</b> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul> <b>Geometry: Position and Direction</b>
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					<p>show these times</p>	<ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul> <p><b>Consolidation</b></p>
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						1 week
<b>Science yr 2 KENT Science</b>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a</li> </ul>	<p>Plants</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

			<ul style="list-style-type: none"> <li>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</li> </ul>	<p>variety of plants and animals in their habitats, including microhabitats</p> <ul style="list-style-type: none"> <li>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</li> </ul>		
<b>Geography Plan Bee</b>			<p>Let's go to the Arctic</p> <ul style="list-style-type: none"> <li>KS1 - 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.</li> <li>KS1 - identify seasonal and daily</li> </ul>		<p>Map makers</p> <ul style="list-style-type: none"> <li>KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>KS1 - use basic geographical vocabulary to refer to key human</li> </ul>	<p>Where do I live?</p> <ul style="list-style-type: none"> <li>KS1 - name and locate the world's seven continents and five oceans.</li> <li>KS1 - name, locate and identify characteristics of the four countries and capital cities of the</li> </ul>

			<p>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> <ul style="list-style-type: none"> <li>• KS1 - 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.</li> <li>• KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• KS1 - 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</li> <li>• KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic</li> </ul>		<p>features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>• KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• KS1 - use simple fieldwork and observational skills to study the geography of their school and its</li> </ul>	<p>United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>• KS1 - 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.</li> <li>• KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• KS1 - 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</li> <li>• KS1 - use simple fieldwork and observational skills</li> </ul>
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			human and physical features; devise a simple map; and use and construct basic symbols in a key		grounds and the key human and physical features of its surrounding environment	to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
<b>History Plan Bee</b>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<p>Intrepid explorers</p> <ul style="list-style-type: none"> <li>KS1 - 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</li> </ul>		<p>Castles</p> <ul style="list-style-type: none"> <li>KS1 - 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</li> <li>KS1 - significant historical events, people and places in their own locality</li> </ul>		
<b>Art &amp; Design Plan Bee</b>	<p>Sparks and Flames (Art)</p> <p>KS1 - to use a range of materials</p>	<p>Flying Kites (or rockets)</p> <p>KS1 - design purposeful,</p>	<p>Paper Art (Art)</p> <p>KS1 - to use a range of materials creatively to</p>	<p>Making Homes (DT)</p> <p>KS1 - design purposeful,</p>	<p>Eat more fruit and vegetables (DT)</p>	<p>Henri Rousseau (Art)</p> <p>KS1 - to use a range of materials</p>



	<p>creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - evaluate their ideas and products against design criteria</p>	<p>design and make products</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS1 - 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.</p>	<p>functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients,</p>	<p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>KS1 - select from and use a wide range of materials and components, including</p>	<p>creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use painting to develop and share their ideas, experiences and imagination</p> <p>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</p> <p>KS1 - 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</p>
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				<p>according to their characteristics</p> <p>KS1 - explore and evaluate a range of existing products</p> <p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>construction materials, textiles and ingredients, according to their characteristics</p> <p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - use the basic principles of a healthy and varied diet to prepare dishes</p> <p>KS1 - understand where food comes from</p>	
<b>Computing</b>	<p>Information technology around us</p> <ul style="list-style-type: none"> <li>Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have</li> </ul>	<p>Digital photography</p> <ul style="list-style-type: none"> <li>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving</li> </ul>	<p>Programming A – Robot algorithms</p> <ul style="list-style-type: none"> <li>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects</li> </ul>	<p>Pictograms</p> <ul style="list-style-type: none"> <li>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use</li> </ul>	<p>Making music</p> <ul style="list-style-type: none"> <li>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners</li> </ul>	<p>Programming quizzes</p> <ul style="list-style-type: none"> <li>This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin</li> </ul>

	<p>seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<p>will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	<p>to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> <li>• Using your voices and instruments,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back then listen and clap your own answer.</li> </ul>

	<ul style="list-style-type: none"> <li>Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.</li> </ul>	<ul style="list-style-type: none"> <li>Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.</li> </ul>	listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.	<ul style="list-style-type: none"> <li>Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.</li> </ul>	<ul style="list-style-type: none"> <li>Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.</li> </ul>	<ul style="list-style-type: none"> <li>Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, Take it in turns to improvise.</li> </ul>
<b>PE</b>	Personal	Social	Cognitive	Creative	Physical	Fitness
<b>PSHE PATHS</b>	<p><b>Internet safety and harms</b> – link to computing</p> <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p><b>Mental wellbeing</b> – link to anti-bullying week</p> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's</li> </ul>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>	<p><b>Mental wellbeing</b> – link to mental health awareness week</p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	<p><b>Physical health and fitness</b> –</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>

		mental wellbeing or ability to control their emotions (including issues arising online).				
<b>RE TWTL</b>	<p>The Chosen People Retell, in any form, a narrative that corresponds to the scripture source used. Describe some of the actions and choices of believers that arise because of their faith. Recognise key figures in the history of the People of God. Describe the life and work of some key figures in the history of the People of God Participate in periods of reflection in response to given stimulus. Asking and responding to questions about prayers, hymns and age appropriate Scripture stories. <b>Abraham</b> <b>Moses</b> <b>Daniel and the Lion</b></p>	<p>The Mystery of God Retell, in any form, a narrative that corresponds to the scripture source used. Describe some of the actions and choices of believers that arise because of their faith. Describe the life and work of some key figures in the history of the People of God Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. Listening and responding to a variety of points of views. Asking and responding to questions about</p>	<p>The Good News Retell, in any form, a narrative that corresponds to the scripture source used. Describe some of the actions and choices of believers that arise because of their faith. Ask and respond to questions about their own and others' feelings, experiences and things that matter to them. Participate in periods of reflection in response to given stimulus. Listening and responding to a variety of points of views. Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.  <b>The Feeding of the 5000</b> <b>Cure of the Paralysed Man</b></p>	<p>The Mass Describe some of the actions and choices of believers that arise because of their faith. Recognise key people in the local, national and global Church Describe some religious symbols and steps involved in religious actions and worship, including the celebration of the sacraments. Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. Participate in periods of reflection in response to given stimulus.</p>	<p>Easter tide Retell, in any form, a narrative that corresponds to the scripture source used. Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer. Participate in periods of reflection in response to given stimulus. Asking and responding to questions about prayers, hymns and age appropriate Scripture stories. <b>Easter Story</b></p>	<p>The First Christians Retell, in any form, a narrative that corresponds to the scripture source used. Describe some of the actions and choices of believers that arise because of their faith. Recognise key figures in the history of the People of God. Describe the life and work of some key figures in the history of the People of God Ask and respond to questions about their own and others' feelings, experiences and things that matter to them. Participate in periods of reflection in response to given stimulus.</p>

		<p>prayers, hymns and age appropriate</p> <p>The Holy Trinity</p> <p>The Annunciation</p> <p>Advent</p>		<p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories. (Children working at a greater depth would be able to respond to a wider range of sources; artefacts, images and sacrament.)</p> <p>Parts of the Mass</p>	<p>Ascension</p> <p>Pentecost</p>	<p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>The Apostles</p> <p>Holy Spirit</p> <p>Peter</p>
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