

2024/2025							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World-wide knowledge links (Global citizenship)	<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>						
	Enquiry	What are my five wonderful senses and how do I use them?	What goes on in Santa's secret workshop?	How do animals, move, grow and develop?	Can I make my Pirate boat float?	Mega structure: What are they and why do people build them?	How does your garden grow?
Growth mindset & metacognition	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	
Diversity, Inclusion and Representation	<p>Ethnically diverse characters</p> <p>Little Red and the Very Hungry Lion By Alex T Smith</p> <p>The Ghanaian Goldilocks By Dr Tamara Pizzoli</p>	<p>Cultural diversity</p> <p>Last Stop on Market Street</p> <p>The Django By Levi Pinfold</p>	<p>Neuro diversity</p> <p>Just Ask! by Sonia Sotomayor</p> <p>My Brother Charlie by Holly Robinson Peete</p>	<p>Physical disability</p> <p>Jessica's Box By Peter Carnavas</p> <p>The Black Book of Colours By Menena Cottin</p>	<p>Gender equality</p> <p>She Persisted in Sports by Chelsea Clinton</p> <p>Mae Among the Stars By Roda Ahmed</p>	<p>Refugee equal rights</p> <p>The suitcase By Chris Naylor-Ballesteros</p> <p>King of the Sky By Nicola Davies</p>	
Values	Rule of Law Patience	Faith Empathy	Hope Appreciation	Peace Unity	Individual liberty Co-operation	Courage	

<p>Enriching experiences</p>	<p>Serpentine Gallery – Kensington Gardens</p>	<p>London Zoo</p>	<p>Natural History Museum</p>	<p>Boat trip down the River Thames</p>	<p>A day out in London</p>	<p>Kew Gardens</p>
<p>English Key Texts</p>	 <p>Peace At Last</p>	 <p>Dogger</p>	 <p>Winter Sleep</p>	 <p>Mr Gumpy's Outing</p>	 <p>Willy The Wizard</p>	 <p>The Flower</p>  <p>A Seed in Need</p>
<p>English Writing Genre Write Stuff</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>
<p>Maths yr 2 White Rose</p>	<p>Number: Place Value 3 weeks</p> <p>Number: Addition and Subtraction 3 weeks</p>	<p>Number: Addition and Subtraction 2 weeks</p> <p>Measurement: Money 2 weeks</p>	<p>Number: Multiplication and Division 2 weeks</p> <p>Statistics 2 weeks</p>	<p>Geometry: Properties of Shape 1 weeks</p> <p>Number: Fraction 3 weeks</p>	<p>Number: Fractions</p> <ul style="list-style-type: none"> recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, 	<p>Statistics</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams

		<p>Number: Multiplication and Division 2 weeks</p>	<p>Geometry: Properties of Shape 2 weeks</p>	<p>Measurement: Length and Height 1 week</p> <p>Consolidation 1 week</p>	<p>set of objects or quantity</p> <ul style="list-style-type: none"> • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p>Time</p> <ul style="list-style-type: none"> • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 	<p>and simple tables</p> <ul style="list-style-type: none"> • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to
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						<p>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).</p> <p>Consolidation 1 week</p>
<p>Science yr 2 KENT Science</p>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, 	<p>Animals including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	<p>Plants</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants

	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>dead, and things that have never been alive</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs 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 	<p>dead, and things that have never been alive</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
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				other animals, using the idea of a simple food chain, and identify and name different sources of food		
Geography Plan Bee	<p>Four seasons</p> <ul style="list-style-type: none"> • KS1 - 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. • KS1 - use basic geographical vocabulary to refer to key physical features, 		<p>Around the world</p> <ul style="list-style-type: none"> • KS1 - name and locate the world's seven continents and five oceans. • 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. • KS1 - use basic geographical 			<p>Life in the City</p> <ul style="list-style-type: none"> • 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.

	<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. • KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KS1 - use aerial photographs and plan
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						perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
History Plan Bee		<p>Toys past and present</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<p>Seaside holidays in the past</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Homes in the past</p> <ul style="list-style-type: none"> • KS1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	
Art & Design Plan Bee	<p>Yayoi Kusama/ Mark Making (Art)</p> <p>To use a range of materials creatively to design and make products</p> <p>to use painting to develop and share</p>	<p>Puppets (DT)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Animal Art</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p>	<p>Boat Making (refer to vehicle making planbee)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and</p>	<p>Stable Structures (DT)</p> <p>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Earth Art (Art)</p> <p>KS1 - to use a range of materials creatively to design and make products</p> <p>KS1 - to use drawing to develop and share their ideas, experiences and imagination</p>

	<p>their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn 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>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, according to their characteristics</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>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 - 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, according to their characteristics</p> <p>KS1 - explore and evaluate a range</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>
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		<p>KS1 - explore and evaluate a range of existing products</p> <p>KS1 - evaluate their ideas and products against design criteria</p>		<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>of existing products</p> <p>KS1 - build structures, exploring how they can be made stronger, stiffer and more stable</p>	
Computing	<p>Information technology around us</p> <ul style="list-style-type: none"> Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have 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 	<p>Digital photography</p> <ul style="list-style-type: none"> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. 	<p>Programming A – Robot algorithms</p> <ul style="list-style-type: none"> 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 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>Pictograms</p> <ul style="list-style-type: none"> 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 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 	<p>Making music</p> <ul style="list-style-type: none"> 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 will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music. 	<p>Programming quizzes</p> <ul style="list-style-type: none"> This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin 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

	using IT responsibly.			to answer questions.		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.
Online Safety	<p>Self-image and Identity Helping Alex Google Slides Resources</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p>	<p>Online Bullying Happiness Scale Google Slides Resources</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>Online Reputation Personal and Private Google Slides Resources</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Health and Well-being Healthy and Safe Choices Google Slides Resources</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can give examples of some of these rules.</p>	<p>Online Relationships Let's Communicate! Google Slides Resources</p> <p>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p>	<p>Privacy and Security Personal Information? Google Slides Resources</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p>

	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.					I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
Music	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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. 	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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. 	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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. 	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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. 	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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. 	<ul style="list-style-type: none"> Listen and clap back then listen and clap your own answer. 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.
PE	Personal	Social	Cognitive	Creative	Physical	Fitness
PSHE PATHS	<p>Internet safety and harms – link to computing</p> <ul style="list-style-type: none"> about the benefits of rationing time 	<p>Mental wellbeing – link to anti-bullying week</p> <ul style="list-style-type: none"> that bullying (including 	<p>Health and prevention</p> <ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and 	<p>Health and prevention</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such 	<p>Mental wellbeing – link to mental health awareness week</p> <ul style="list-style-type: none"> that there is a normal range of 	<p>Physical health and fitness –</p> <ul style="list-style-type: none"> the characteristics and mental and

	<p>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.</p> <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	<p>cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <ul style="list-style-type: none"> • 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 mental wellbeing or ability to control their emotions (including issues arising online). 	<p>treated, and the importance of handwashing</p>	<p>as weight loss, or unexplained changes to the body.</p>	<p>emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>physical benefits of an active lifestyle.</p> <ul style="list-style-type: none"> • 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
<p>RE TWTL</p>	<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.</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</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,</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</p>	<p>Eastertide 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</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.</p>

	<p>Describe the life and work of some key figures in the history of the People of God</p> <p>Participate in periods of reflection in response to given stimulus.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>Abraham Moses Daniel and the Lion</p>	<p>figures in the history of the People of God</p> <p>Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer.</p> <p>Listening and responding to a variety of points of views.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>The Feeding of the 5000 Cure of the Paralysed Man</p>	<p>experiences and things that matter to them.</p> <p>Participate in periods of reflection in response to given stimulus.</p> <p>Listening and responding to a variety of points of views.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>The Feeding of the 5000 Cure of the Paralysed Man</p>	<p>in religious actions and worship, including the celebration of the sacraments.</p> <p>Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer.</p> <p>Participate in periods of reflection in response to given stimulus.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>(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>are difficult to answer.</p> <p>Participate in periods of reflection in response to given stimulus.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>Easter Story</p> <p>Ascension</p> <p>Pentecost</p>	<p>Describe the life and work of some key figures in the history of the People of God</p> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them.</p> <p>Participate in periods of reflection in response to given stimulus.</p> <p>Asking and responding to questions about prayers, hymns and age appropriate Scripture stories.</p> <p>The Apostles Holy Spirit Peter</p>
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