<table>
<thead>
<tr>
<th>Subjects</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole school theme</td>
<td>‘It’s all Greek to me’</td>
<td>Location, Location, Location</td>
<td>Long ago and far away.....</td>
<td>Who’d live in a castle like this?</td>
<td>Water of life</td>
<td>Food glorious food</td>
</tr>
</tbody>
</table>
| English | Aesop’s Fables  
Michael Morpurgo  
Writing a fable  
Olympics & sport | Books by Julia Donaldson  
Visit to theatre to watch ‘Stickman’  
We will be learning about: nouns, verbs, adjectives, adverbs, writing and alternative story ending, comprehension, question marks, fable comparisons and re-writing an Aesop’s fable. | Mr Grumpy’s Motor Car by John Burningham  
Mr Gumpy’s Motor Car | Princess Smartypants - Babette Cole  
Knights and Castles  
We will be learning about: adjectives, compound sentences, sentence starters, coordination and subordination. We will be using the text to plan and write our own stories. | Lila and the Secret of Rain | Good Enough to Eat by Lizzy Rockwell |

We will be learning about: predictions, story maps, creating and describing our own monster, compound sentences, coordinating conjunctions, writing a letter, expanded noun phrases and text comparisons.

We will be learning about: past and present tense, inverted commas, compound sentences, sentence starters, exclamation marks, describing an outing and text comparisons.

We will be learning about and consolidating our learning of: adverbs, different types of sentences (commands, questions, exclamation and statement) and subordinating conjunctions. The children will make story maps, question Lila, write thought bubbles for Lila and retell the story as Lila.

We will be consolidating our learning of: nouns, adjectives, verbs, adverbs, compound sentences, coordination, subordination and different types of punctuation. The children will follow instructions and write recipes and reports.
| History/Geography | Who was Aesop and why was he famous? / What were the Olympic Games? Use words and phrases like; before, after, past, present. We will recount the lives of some famous local people. We will answer questions using books and internet. | What would Stickman find exciting about our town? A Geography and History based unit. We will be developing simple fieldwork skills to study the geography of our school, grounds and town. We will learn how to recognise and compare human and physical features. We will use simple compass directions. | Where did and do the wheels on the bus go? | What was it like when the Queen came to the throne in 1953? A History based unit where children will investigate the lives of significant individuals in Britain’s past. Children will find out about a famous person from the past. | Would you prefer to live in England or Africa? A geography based unit where we will identify weather patterns in a non-UK location. We will explain the features of a hot and cold place. The children will identify the location of the Equator, North and South poles. We will look at seasonal and daily weather patterns and explain why weather changes. | From farm to fork A cross-curricular unit focusing on healthy lifestyles and healthy eating. Children will develop their culinary skills to produce their own recipes and become aware of where food comes from. |
Science

Why aren't humans like the animals in Aesop's fables?
The children will be identifying animals that are birds, fish, amphibians, reptiles and mammals and invertebrates. We will identify animals that are carnivores, herbivores and omnivores. Children will describe and compare common animals and how they are suited to their environment. They will also identify features of the human body and relate these to senses.

What's our school made of?
In this unit children will focus on identifying and comparing materials. Children will choose materials which are ideal for a specific job. Children in year 2 will also explore how shapes can be changed by squashing, bending, twisting and stretching.

Who would want to live in a place like this?
In this unit children will focus on recognising that a habitat provides the basic needs of things living there. They will also compare different habitats. We will also identify and name some plants and animals in different habitats and investigate food chains. Children will learn about the basic stages of life cycles in animals.

Why is water so important?
In this unit, children will learn about the importance of water. We will look at changes in liquids and solids. We will also carry out experiments which involve melting and freezing. Children will have the opportunity to observe, discuss and record these changes.

What birds and plants would Little Red Riding Hood find in the park?
The children will identify and name a variety of common plants. They will describe the basic structure of a variety of common plants. We will then learn names of a variety of common animals that are birds.
### Computing

**We are treasure hunters**
- E-safety
- Understand that a toy can be programmed
- Develop and record sequences of instructions as an algorithm
- Program a toy
- Make predictions about their programmable toy.

**We are TV chefs**
- Break down steps into an algorithm
- Use different features of a video camera
- Develop collaboration skills
- Discuss and improve work

**We are collectors**
- Find and use pictures on the web
- Know what to do if a picture causes concern
- Group images based on binary questions
- Organise images into groups

**We are painters**
- Use the web safely when looking for ideas
- Select and use appropriate painting tools on the computer
- Create an illusion for a purpose
- Know how to save, retrieve and change their work
- Reflect and act on feedback

**We are storytellers**
- Use sand recording equipment
- Develop skills in saving and storing sounds
- Develop collaboration skills
- Understand the differences and similarities between a talking book and a paper book
- Talk and reflect on their own ICT skills
- Share recordings with an audience

**We are celebrating**
- Develop basic ICT skills
- Develop basic mouse skills
- Use the web to find and select images
- Develop skills in storing and retrieving files
- Develop skills in combining text and images
- Discuss and improve their work

### DT/Art

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Painting</th>
<th>Printing</th>
<th>Textiles</th>
<th>Collage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a ‘still life’ anyway?</td>
<td>How can we turn that photograph into a painting?</td>
<td>How can we print a meadow?</td>
<td>Where will we fly the class flag?</td>
<td></td>
</tr>
</tbody>
</table>

### PE

<table>
<thead>
<tr>
<th>Fundamental skills through games</th>
<th>Fundamental skills through games</th>
<th>Gymnastics &amp; dance</th>
<th>Fundamental skills through games</th>
<th>Gymnastics, dance &amp; athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sessions will look at focusing on skill areas requiring development. These include;</td>
<td>We will look at focusing on skill areas requiring development. These include;</td>
<td>The children will develop aspects of agility, balance and coordination through practising floor routines. We will learn</td>
<td>Within the sessions we will look at focusing on skill areas requiring development. These include;</td>
<td>The sessions will incorporate learnt skills from all areas previously covered. In athletics we will begin to adapt the core</td>
</tr>
<tr>
<td>running</td>
<td>running</td>
<td>running</td>
<td>running</td>
<td></td>
</tr>
<tr>
<td>jumping</td>
<td>jumping</td>
<td>over arm</td>
<td>over arm</td>
<td></td>
</tr>
</tbody>
</table>

### Athletics and key skills assessment

Within this half term we will assess current ability and performance of fundamental movement skills. We will also hold a mini Olympics for KS1. The events
### PSHE

<table>
<thead>
<tr>
<th>New beginnings</th>
<th>Getting on and falling out</th>
<th>Relationships</th>
<th>Good to be me</th>
<th>Changes</th>
<th>Looking after me</th>
</tr>
</thead>
<tbody>
<tr>
<td>happiness</td>
<td>bullying</td>
<td>caring</td>
<td>opinions</td>
<td>healthy eating</td>
<td>sun safety</td>
</tr>
<tr>
<td>fairness</td>
<td>blame</td>
<td>family</td>
<td>negotiatio</td>
<td>dental hygiene</td>
<td>personal safety</td>
</tr>
<tr>
<td>similarities</td>
<td>how to help</td>
<td>growing up</td>
<td>co-operation</td>
<td>keeping clean</td>
<td>emotional</td>
</tr>
<tr>
<td>right and wrong</td>
<td></td>
<td>Kindness</td>
<td></td>
<td>washing hands</td>
<td>safety</td>
</tr>
</tbody>
</table>

### RE

<table>
<thead>
<tr>
<th>Christianity</th>
<th>Sikh Dharam</th>
<th>Christianity</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do some people have religious rituals?</td>
<td>How do people find out about God?</td>
<td>What stories are told about God?</td>
<td>How do some people behave because they believe in God?</td>
</tr>
<tr>
<td>We will be learning about prayer and writing our own prayers.</td>
<td>We will be learning about the characters in the Christmas Story.</td>
<td>We will be learning about the stories of forgiveness from the Bible.</td>
<td>We will be learning about the lives of people in the Buddhist community.</td>
</tr>
</tbody>
</table>