

SUBJECT	TOPICS/THEMES						
<p>English Current Schemes</p> <p>CLPE Banded Books</p> <p>Cracking Comprehension</p> <p>CLPE Power of Reading</p> <p>No Nonsense Spelling</p> <p>Penpals</p>	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words until embedded and reading is fluent Read most words quickly and accurately without overt sounding and blending Develop independent reading and re-reading <p>Comprehension</p> <ul style="list-style-type: none"> Listen to and discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Sequence and retell a range of stories, fairy stories and traditional tales and poems <p>Develop understanding of a text and vocabulary, making inferences and predictions about a text and asking and answering questions.</p> <p>Writing</p> <p>Composition</p> <ul style="list-style-type: none"> Develop stamina for writing longer narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes. Begin to plan and edit writing <p>Through 'Power of Reading' texts and broader curriculum areas children will develop writing in a range of genres including narratives, reports, information texts, recounts, instructions and poems.</p> <p>EGPS [English Grammar, Punctuation & Spelling]</p> <p>Spelling</p> <ul style="list-style-type: none"> Use phonics knowledge to segment words and write words Spelling Year 2 common exception words and some homophones Adding prefixes and suffixes Using apostrophes to spell contractions and for possession <p>(For further guidance see National Curriculum English Appendix 1 and 'No Nonsense Spelling' overviews)</p> <p>Grammar</p> <ul style="list-style-type: none"> Knowing and applying different sentence forms – statement, question, command and exclamation. Knowing and applying word types – nouns, adjectives and verbs (past and present) correctly. Using subordination and co-ordination in sentences <p>(For further guidance see National Curriculum English Appendix 2 and 'No Nonsense Grammar' overviews)</p> <p>Handwriting</p> <ul style="list-style-type: none"> Form letters of the correct size and in the correct direction Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined <p>use spacing between words that reflects the size of the letters</p>						
<p>Mathematics</p> <p>Current Schemes</p> <p>Lancashire Mathematics</p> <p>White Rose Mathematics</p>		<p>Autumn 1</p> <p>Number and Place value</p>	<p>Autumn 2</p> <p>Counting, multiplication and sorting</p>	<p>Spring 1</p> <p>Number and Place value</p>	<p>Spring 2</p> <p>Length and Mass/weight</p>	<p>Summer 1</p> <p>Number and Place value and statistics</p>	<p>Summer 2</p> <p>Time</p>
	<p>Week 1</p>	<p>Number and Place value</p>	<p>Counting, multiplication and sorting</p>	<p>Number and Place value</p>	<p>Length and Mass/weight</p>	<p>Number and Place value and statistics</p>	<p>Time</p>
	<p>Week 2</p>	<p>Number and Place value</p>	<p>Statistics</p>	<p>Mass/weight</p>	<p>Addition and subtraction</p>	<p>Addition and subtraction</p>	<p>Multiplication and division</p>
	<p>Week 3</p>	<p>Length and Mass/weight</p>	<p>Fractions Capacity and volume</p>	<p>2-D and 3-D Shape</p>	<p>Fractions</p>	<p>Capacity and volume and temperature</p>	<p>Statistics including finding the difference</p>
	<p>Week 4</p>	<p>Addition and subtraction</p>	<p>Money</p>	<p>Counting and money</p>	<p>Position and direction</p>	<p>Fractions</p>	<p>Measurement</p>
	<p>Week 5</p>	<p>Addition and subtraction</p>	<p>Time</p>	<p>Multiplication</p>	<p>Time</p>	<p>Position and direction Time</p>	<p>Sorting</p>
	<p>Week 6</p>	<p>2-D and 3-D shape</p>	<p>Assess and review week</p>	<p>Division</p>	<p>Assess and review week</p>	<p>2-D and 3-D shape</p>	<p>Assess and review week</p>
<p>Science</p>	<p>1. Good Choices: Animals, including humans -Describe the importance for humans of exercise, eating</p>						

<p>Current Schemes Hamilton website</p> <p>Snap Science</p> <p>BBC Terrific Science</p>	<p>the right amounts of different types of food, and hygiene.</p> <ol style="list-style-type: none"> Apprentice Gardener: Plants - 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. Animals Including Humans: Living things and their habitats - Explore and compare the differences between things that are living, dead, and things that have never been alive. What Is In Your Habitat? Living things and their habitats - 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 micro-habitats. Shaping Up: Uses of everyday materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. How Can We Sort This Food? Living things and their habitats - 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. Growing Up Animals, including humans - Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
<p>Computing Scheme of Work <i>'Rising Stars: Switched on Computing'</i></p>	<p>2.1 We are astronauts: Programming on screen - <i>Programming</i></p> <p>2.2 We are games testers: Exploring how computer games work – <i>Computational Thinking</i></p> <p>2.3 We are photographers: Taking, selecting and editing digital images – <i>Creativity</i></p> <p>2.4 We are researchers: Researching a topic – <i>Computer Networks</i></p> <p>2.5 We are detectives: Communicating clues – <i>Communication/Collaboration</i></p> <p>2.6 We are zoologists: Recording bug hunt data - <i>Productivity</i></p>
<p>D&T</p>	<p>CONSTRUCTION</p> <p>Links: Literacy: Instruction texts & instructional writing, Science: Forces Electricity ICT: Roamer, floor turtle, creating pictures using graphic programs for designs</p> <p>TEXTILES (suggest Spring Term)</p> <p>Links: Science: Changing & grouping materials, Literacy: Non fiction writing ICT: Writing stories</p>
<p>Humanities</p>	<p>Geography</p> <ul style="list-style-type: none"> 'The UK' – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. UK/Non-European comparison – Compare a small area of the UK (Clapham) to a small area in a contrasting non-European country. Link to class (Caribbean, African or Asian location) <p>History</p> <ul style="list-style-type: none"> The Great Fire of London – A study of a significant national event. The lives of significant individuals in the past. A study of the lives of significant individuals in the past who have contributed to international achievements. Compare aspects of life in different periods. <p>Explorers - Christopher Columbus and Neil Armstrong (Tudor/20th Century life – travel and exploration)</p> <p>Mary Seacole and Florence Nightingale/Edith Cavell (nursing and medicine, Crimean War/WWI)</p>
<p>Art</p>	<p>Drawing - draw for different purposes e.g. to represent stories, real life situations, plans and designs for DT, to show feelings, to reflect different cultures. Learn Pointillism dot technique. <i>Suggested artists: The Seine seen from La Grande Jatte by Seurat</i></p> <p>Painting - use the environment as a starting point. Make patterns in paint in the style of an artist. Experiment with watercolour, colour washes, ready mix. <i>Suggested Artists: Van Gogh's Sunflowers, Monet</i></p> <p>Printing - experiment with different inks, crayons, pens and paints suitable for fabric. Create a printed picture using different materials to represent features in the environment, eg. ferns as trees, boxes as houses, etc. <i>Suggested artists: Islamic patterns www.salaam.co.uk/ Look at Islamic patterns</i></p> <p>Collage - draw shapes, cut from a variety of materials arrange to create either an abstract or representational picture. Create patterns from observational line drawings using appropriate media</p> <p>Textiles - learn simple stitches, use a variety of materials to experiment with. Learn basic batik.</p>

Suggested artists: Eiko technique
3D – Use malleable materials for sculpture. Junk modelling. *Suggested artists: Henry Moore*, www.artfromscrap.org/index.html.
Digital Media – Capture and manipulate digital images. Use basic tools effectively within art software.

Music
Musical Skills:

- sing songs from memory.
- sing with a sense of shape and melody and some accuracy of pitch.
- listen to and appraise an extract of music using some simple musical terminology.
- recognise and explore sound sources to create an intended effect.
- order sounds within a simple structure and use symbols to represent sound.
- perform simple rhythmic patterns and accompaniments keeping a steady pulse.
- perform simple melodic patterns and accompaniments keeping a steady pulse.
- make improvements to their own work
- perform with others

Themes, topics or genres and traditions: Counting songs and clock music, Musical Stories, The Weather, Opposites, Samba Carnival

P.E
developed from the National Curriculum

- * Be physically active for sustained periods of time
- * Engage in competitive (both against self and against others) sports and activities
- * Understand how to lead healthy, active lives
- * Master basic skills including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- * Participate in team games, developing simple tactics for attacking and defending
- * Perform dances using simple movement patterns.

R.E
 developed from Local Authority SACRE document

Judaism unit 1: Beliefs about God - Autumn 1
 Judaism unit 2: Celebrations in the home - Autumn 2
 Christianity unit 4: The church - Spring 1/2
 Christianity unit 5: Jesus' life & death (do unit prior to Easter) - Spring 1/2
 Islam unit 3: Prayer – Summer 1
 Islam unit 4: The mosque – Summer 2

PSHCE
 SRE (Lambeth SRE Curriculum and Health for Life)

New Beginnings: Setting up a community – roles, responsibilities and rules. Similarities & Differences
 Say No to Bullying (SEAL Year 1 and 2)
 Keeping Myself Healthy (Health for Life)

- Differences: To understand and respect differences and similarities between boys and girls. To explore some of the differences between males and females and to understand how this is part of the life cycle.
- Body Parts: Name the male and female body parts.
- Everybody needs caring for: To appreciate that everyone needs to be cared for.
- Looking after the body: To learn why it is important to keep clean.

Good to Be Me (SEAL Year 1 and 2)
 Changes (SEAL Year 1 and 2)
 Economic Well Being
 Anti Racism

Natural Thinkers	Aspect of learning	Autumn	Winter	Spring/Summer
	Tools	<ul style="list-style-type: none"> • Whittling – Using peelers vegetable/fruit and make vegetable soup 	<ul style="list-style-type: none"> • Whittling elder – Make; • Charcoal pencils • Jewellery • Elder candles 	<ul style="list-style-type: none"> • Sawing – Make; Wooden medals (sports day) • Drums • Music sticks • Wooden sculptures
Natural investigations	<ul style="list-style-type: none"> • Leaf crowns • Collections of natural objects • Leaf garlands • Leaf kebabs • Leaf patterns 	<ul style="list-style-type: none"> • Large den building shelters • Insulation, keeping warm • Knot tying • Look at differences- evergreens 	<ul style="list-style-type: none"> • Life cycles • Finding similar patterns/differences, seeds • Conkers • Classifying leaves and trees 	

			<ul style="list-style-type: none"> • Bark rubbings 	<ul style="list-style-type: none"> • Petal perfume
	Eco	<ul style="list-style-type: none"> • Discuss nature v man • Make bird feeders/lard cakes • Composting 	<ul style="list-style-type: none"> • Feed the birds • Collecting systems for water • Collecting sticks for fire 	<ul style="list-style-type: none"> • Investigate stag beetles • Conservation and lifecycles • Precious insects • Pollinators • Composting
	Growing/Gardenin g/living things	<ul style="list-style-type: none"> • Harvesting • Gardening • Weeding • Pick cabbages, onions, garlic, broad beans 	<ul style="list-style-type: none"> • Protecting the plants • Planting 	<ul style="list-style-type: none"> • Harvest: Strawberries Beans Tomatoes Courgettes Salads
	Natural Art	<ul style="list-style-type: none"> • Art - Neil Buchanan Art Attack you tube videos • Tie dye with natural dyes • Make acorn men/animals with acorns and cocktail sticks 	<ul style="list-style-type: none"> • Natural sculpture • Snowman • Leaf men book • Make Xmas decorations with willow and sticks • Clay faces • Valentine hearts with clay and mud bombs outside 	<ul style="list-style-type: none"> • Flower pressing • Placing and arranging • Daisy chains • Stone art and making small world environments