

	Minibeasts and their habitats	Light and Dark	Princesses and Dragons	Castles and Knights	Rainforests	Pirates and Oceans
History	<p><u>Local history</u> Significant historical events, people and places in locality.</p> <p>Historical Q's: Why is the town Rugby called Rugby? (Introduction to different historical sources)</p> <p>Who is William Webb Ellis and why is he significant?</p>	<p><u>Beyond living memory</u> Know about an event that happened long ago.</p> <p>Great Fire of London 1666 (during English lessons)</p> <p>The Gunpowder plot 1605</p> <p><u>Lives of significant people</u> Know about the lives of significant individual from the past.</p> <p>Guy Fawkes – Wanted Poster</p>	<p><u>Lives of significant people</u> Know about the lives of significant individuals in the past who have contributed to national achievement.</p> <p>Learn about and identify similarities and differences: Queen Elizabeth I, Queen Victoria, Queen Elizabeth II</p> <p>Science link: Charles Mackintosh – inventor of waterproof material</p> <p><u>Within living memory</u> Know about changes within living memory (change in national life)</p> <p>Recent Royal history Queen's Platinum Jubilee Queen's death/funeral King's coronation</p>	<p><u>Beyond living memory</u> Know that children's lives today are different to those of children a long time ago.</p> <p>How to become a Knight in 10 easy stages (during English lessons)</p> <p><u>Local History</u> Significant historical places in locality. Know how the local area is different to the way it used to be a long time ago.</p> <p>Warwick Castle Trip</p> <p>Geography link: Castles in Warwickshire (map work)</p>	<p><u>Within living memory</u> Know about changes within living memory.</p> <p>History/impact of deforestation</p> <p><u>Lives of significant people</u> Know about the lives of significant individual from the past.</p> <p>Explorers and conservationists – David Attenborough etc.</p>	<p><u>Lives of significant people</u> Know about a famous person from outside the UK and explain why they are famous</p> <p>Famous pirates</p> <p>Art week link: Artists from our continent.</p>
Geography	<p><u>Human and Physical</u> Identify human and physical features (of Rugby and class continent)</p> <p>Local area walk to look for human and physical features.</p> <p><u>Skills and Fieldwork</u> Use aerial photos Undertake simple fieldwork within school locality</p> <p>Use Google maps to identify human and physical features of our local area and use basic symbols in a key.</p> <p><u>Locational Knowledge</u> Know the names and locate the seven continents of the world</p> <p>Running throughout with our class continents.</p>	<p><u>Locational Knowledge</u> Name, locate and identify characteristics of country in UK and capital city (England and London)</p> <p>Context: Great Fire of London</p>	<p><u>Place Knowledge</u> Understand geographical similarities and differences between a place in England and our class continent.</p> <p>Dragon stories from different continents – locate continents and countries flags using map.</p> <p><u>Human and Physical</u> Identify seasonal and daily weather patterns in UK</p> <p><u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries of UK and capital cities.</p> <p>Weather report – Describe daily and seasonal weather patterns in 4 countries of UK.</p>	<p><u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries of UK and capital cities.</p> <p>Location of castles in UK and link with the capital cities.</p> <p><u>Skills and Fieldwork</u> Use aerial photos Undertake simple fieldwork within school locality Construct simple maps</p> <p>Use maps and aerial photographs to plan route to Warwick Castle.</p> <p>Create a map of Warwick Castle (of the things we saw/did)</p>	<p><u>Place Knowledge</u> Know the main differences between a place in England (Rugby) and that of place in a non-European country (Brazil – Amazon rainforest)</p> <p>All about rainforests and deforestation</p> <p><u>Skills and Fieldwork</u> Use world maps, atlases and globes</p> <p><u>Human and Physical</u> Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles</p> <p>Locate rainforests around the world in relation to the Equator</p>	<p><u>Locational Knowledge</u> Know the names of and locate the five oceans of the world.</p> <p>Pirates/voyages from around the world.</p> <p><u>Skills and Fieldwork</u> Use world maps, atlases and globes. Use simple compass directions. Construct simple maps</p> <p>Design a treasure map Write instructions to find the treasure.</p> <p><u>Human and Physical</u> Explain some of advantages and disadvantages of living in a city or village.</p> <p>History link: Where in the world did Pirates raid and why?</p>

Science	<p><u>Plants</u> Know and explain how seeds and bulbs grow into plants. Know what plants need in order to grow and stay healthy.</p> <p><u>All living things and habitats</u> Know how a specific habitat provided for the basic needs of things living there. Match living things to their habitat (including microhabitats)</p>	<p><u>Everyday materials</u> Know why a material might or might not be used for a specific job</p> <p>Fire safety in relation to Great Fire of London</p>	<p><u>Working Scientifically and Everyday materials</u></p> <p>Which material would be the most suitable for Little Red Riding's Hood and why?</p> <p>Know why a material might or might not be used for a specific job</p> <p>Charles Mackintosh – inventor of waterproof material.</p>	<p><u>Working Scientifically and Everyday materials</u></p> <p>Identify and compare the suitability of everyday materials – Strength of castle structures.</p> <p>Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching – bow and arrow? Trebuchet?</p> <p>*See JP's Working Scientifically document for Yr. 2 Castles.</p>	<p><u>All living things and habitats</u> Classify things by living, dead or never lived. Know how a specific habitat provides for the basic need of things living there. Name some different sources of food for animals. Explain a simple food chain.</p> <p><u>Animals, including humans</u> Know the basic stages in a life cycle for animals</p>	<p><u>Animals, including humans</u> Know why exercise, a balanced diet and good hygiene are important for humans Know the basic stages in a life cycle for animals (including humans)</p>
	Seasons	<p>Autumn Weather survey and data collection- link with °C Comparing Rugby to continent</p>		<p>Spring Weather survey and data collection-link with °C Comparing Rugby to continent</p>		<p>Summer Weather survey and data collection- link with °C Comparing Rugby to continent</p>

	Minibeasts and their habitats	Light and Dark	Princesses and Dragons	Castles and Knights	Rainforests	Pirates and Oceans
ICT	<p><u>Using technology</u> Understand that programs require precise instructions. <u>Uses of IT beyond school</u> Know how technology is used in school and outside of school.</p> <p>Twinkl Computing – Online Safety</p> <ol style="list-style-type: none"> Digital Footprint Key words search Appropriate websites Rate informative websites Kind and unkind behaviour online Safe and sensible online activities 	<p><u>Using technology</u> Understand that programs require precise instructions. <u>Reasoning</u> Predict what the outcome of a simple program will be.</p> <p>Purple Mash – Great Fire of London</p> <p>2create a story Animation of GFoL</p>	<p><u>Using technology</u> I can organise, retrieve and manipulate digital content.</p> <p>Typing a traditional tales riddle on Google Docs.</p> <p><u>Using technology</u> Understand that programs require precise instructions.</p> <p>Purple Mash – Dragons</p>	<p><u>Algorithms</u> Understand that algorithms are used on digital devices. <u>Create programs</u> Write simple program and test it. <u>Reasoning</u> Predict what the outcome of a simple program will be. <u>Using technology</u> Understand that programs require precise instructions.</p> <p>Program BeeBots to travel to and from different countries (castles) in the UK.</p> <p>Purple Mash – Castles</p>	<p><u>Using technology</u> I can organise, retrieve and manipulate digital content.</p> <p>Rainforests research</p> <p><u>Using technology</u> Understand that programs require precise instructions. <u>Reasoning</u> Predict what the outcome of a simple program will be.</p> <p>Purple Mash – rainforests</p> <p>2create a story Animation of Rainforest with audio</p>	<p><u>Algorithms</u> Understand that algorithms are used on digital devices. <u>Create programs</u> Write simple program and test it. <u>Reasoning</u> Predict what the outcome of a simple program will be. <u>Using technology</u> Understand that programs require precise instructions.</p> <p>Program BeeBots to travel around world map</p> <p>Purple Mash – pirates</p>
e-Safety	<p><u>Underpinned in all computing:</u></p> <ul style="list-style-type: none"> - I follow the schools safer internet rules - I can use the search engines agreed by the school - I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc. 					

RHSE	Protective Behaviours (in English lessons) Twinkl Life – VIP’s British Values – Rule of Law and Respect	Twinkl Life – Digital Wellbeing British Values – Democracy	Twinkl Life – Safety First and It’s My Body (Protective Behaviours recap) British Values – Individual Liberty and Democracy	Twinkl Life – Aiming High and Diverse Britain British Values – Tolerance and Respect	Twinkl Life – One World and Think Positive British Values – Individual Liberty	Twinkl Life – Growing up and It’s My Body (Protective Behaviours recap) British Values – Rule of Law
Art	<p><u>Drawing</u> <i>Choose and use 3 grades of pencil when drawing.</i></p> <p>Observational sketches of minibeasts from our continents.</p> <p><u>Drawing</u> <i>Know how to use charcoal, pencil and pastel to create art (share ideas, experiences and imagination)</i></p> <p>In English lessons: Here We Are – Day and night (pastels)</p> <p><u>Range of artists</u> <i>Suggest how artists have used colour, pattern and shape.</i></p> <p>Minibeast collage inspired by Henri Matisse</p>	<p><u>Using Materials</u> <i>Use a range of materials creatively to design and make products.</i></p> <p>Christmas Decorations Christmas Cards</p> <p><u>Use colour, pattern, texture, line, form, space and shape</u></p> <p>Firework Art (pastels) Winter Wonderland Art</p> <p><u>Drawing</u> <i>Know how to use charcoal, pencil and pastel to create art (share ideas, experiences and imagination)</i></p> <p>In English lessons: The Dark – response to text/music (charcoal)</p> <p>Diya lamps out of clay</p>	<p><u>Range of artists</u> <i>Suggest how artists have used colour, pattern and shape.</i></p> <p><u>Use colour, pattern, texture, line, form, space and shape</u></p> <p>Jan Pienkowski Silhouette art Colour mixing (secondary colours; making brown) Using hot and cold colours for effect - background Shape, line, space – fairy tale cut outs on top.</p>	<p><u>Using Materials</u> <i>Use a range of materials creatively to design and make products.</i></p> <p><u>Use colour, pattern, texture, line, form, space and shape</u></p> <p>Printing Paul Klee – Castles and Sun</p> <p><u>Drawing</u> <i>Know how to use a viewfinder to focus on a specific part of an artefact before drawing.</i></p> <p>Colin Thompson – Castle Collage</p>	<p><u>Using Materials</u> <i>Know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</i></p> <p>Rainforest textiles art – weaving and sewing</p> <p><u>Range of artists</u> <i>Suggest how artists have used colour, pattern and shape.</i></p> <p>SW - Henri Rousseau inspired rainforest animal art</p>	<p><u>Drawing</u> <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>In English lessons: How to find Gold - Under the sea/sea creature</p> <p><u>Using Materials</u> <i>Know how to make a clay pot and know how to join two clay finger pots together.</i></p> <p>Treasure chest and golden coins out of clay</p>

DT		<p><u>Making</u> Choose tools and explain why they have chosen them. Join materials and components in different ways.</p> <p>Mini Tudor houses out of paper</p> <p><u>Food Technology</u> I can use basic principles of healthy and varied diet. I can prepare food safely.</p> <p>Decorate a Christmas biscuit</p>	<p><u>Designing, Making and Evaluating</u> Creating design following a criteria and cutting, shaping and joining skills.</p> <p>Junk Model Dragon</p> <p><u>Designing, Making and Evaluating</u> I can design a product based on a design criteria. I can use cutting and joining skills.</p> <p><u>Food Technology</u> I can use basic principles of healthy and varied diet. I can prepare food safely. I can weigh ingredients and follow a recipe.</p> <p>No bake cooking – Little Red Riding Hood Skewers</p>	<p><u>Designing, Making, Evaluating and Technical Knowledge</u> Technical knowledge – mechanisms, stronger, structure, stable, lever</p> <p>Make catapults https://frugalfun4boys.com/p/opsicle-stick-catapult/</p> <p><u>Food Technology</u> I can use basic principles of healthy and varied diet. I can prepare food safely.</p> <p>Easy microwave cake – Easter inspired</p>	<p><u>Designing, Making and Evaluating</u> Select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing.</p> <p>Layers of the rainforest</p>	<p><u>Food Technology</u> I can use basic principles of healthy and varied diet. I can prepare food safely. I can weigh ingredients and follow a recipe.</p> <p><u>Designing, Making and Evaluating</u> I can design a product based on a design criteria. I can use cutting skills.</p> <p>Healthy pirate broth</p>
PE	<p>Personal Cog Coordination Footwork Static Balance One Leg</p>	<p>Social Cog Dynamic Balance to Agility Jumping and Landing Static Balance Seated</p>	<p>Cognitive Cog Dynamic Balance On a Line Static Balance Stance</p>	<p>Creative Cog Coordination Ball Skills Counter Balance With a Partner</p>	<p>Physical Cog Coordination Sending and Receiving Agility Reaction / Response</p>	<p>Health & Fitness Cog Agility Ball Chasing 3 Static Balance Floor Work</p>
RE	<p>Strand Living</p> <p>1.8 How should we care for others and the world and why does it matter?</p> <p>Supporting Twinkl RE resources from Nature and God unit.</p>	<p>Strand Expressing</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>Supporting Twinkl RE resources from Light and Dark unit.</p>	<p>Strand Believing</p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>Supporting Twinkl RE resources from Rules and Routines unit.</p>	<p>Strand Believing</p> <p>1.4 What can we learn from sacred books?</p> <p>Strand Expressing</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>Supporting Twinkl RE resources from Beginnings and Endings unit.</p>	<p>Strand Believing</p> <p>1.5 What makes some places sacred?</p> <p>*Organise visit to local places of worship</p> <p>Supporting Twinkl RE resources from Places of Worship unit.</p>	<p>Strand Living</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>*Organise visit to local places of worship</p> <p>Supporting Twinkl RE resources from Ceremonies unit.</p>

Music	How does music help us to make friends?	Christmas Play songs	How does music make the world a better place?	How does music teach us about our neighbourhood?	How does music make us happy?	How does music teach us to care for our planet?
Maths	Number and place value Addition and Subtraction Geometry – Properties of 2D and 3D shape		Multiplication and Division Measurement – Money Fractions Measurement – Time		Addition and Subtraction (regrouping) Statistics Measurement – Length and Height Geometry – Position and Direction Measurement- Mass, Capacity and Temperature	
Key Texts						
English	<p><u>In our Hands</u> <i>Descriptive writing, expanded noun phrases, conjunctions, predictions, inferences, story retelling.</i></p> <p><u>Here We Are</u> <i>Conjunctions, questions, non-fiction writing, art.</i></p> <p><u>Out and About Poems</u> <i>Autumn leaves poetry, performance poetry.</i></p> <p><u>Dear Earth</u> <i>Description of habitats, predictions, letter writing.</i></p>	<p><u>Little Glow – Poetry</u> <i>Rhyme, clarify vocabulary, onomatopoeia and shape poems.</i></p> <p><u>Great Fire of London</u> <i>Drama, retelling of historical event, newspaper reports.</i></p> <p><u>The Dark</u> <i>Predictions, art, drama, inference, diary entry, letter of advice.</i></p> <p><u>Little Glow – Festivals of Light</u> <i>Explanation text</i></p>	<p><u>Revolting Rhymes</u> <i>Rhyme, poetry, alternative fairy tales, performance poetry, riddles.</i></p> <p><u>The Last Wolf</u> <i>Diary entries, letter writing, inference, drama.</i></p> <p><u>Rapunzel</u> <i>Predictions, inference, story retelling, diary entries.</i></p> <p><u>Egg Box Dragon</u> <i>Predictions, inference, story planning, alternative ending (narrative)</i></p>	<p><u>How to be a Knight in 10 easy stages</u> <i>Retrieval, inference, vocabulary, instruction writing.</i></p> <p><u>The Knight that wouldn't fight</u> <i>Story planning, writing.</i></p> <p><u>Warwick Castle trip</u> <i>Recount writing.</i></p>	<p><u>One day on our blue planet in the rainforest</u> <i>Character descriptions, setting descriptions, fronted adverbials, story planning, writing.</i></p> <p><u>Wild</u> <i>Letter writing, diary entries, drama, inference.</i></p>	<p><u>How to find Gold</u> <i>Predictions, letter of advice, sea creature art, character description.</i></p> <p><u>Grandad's Island</u> <i>Story planning, writing.</i></p> <p><u>The Boys</u> <u>The Girls</u> <i>(reflecting realities)</i> <i>Discussion texts</i></p>