

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Assessments</b>	<ul style="list-style-type: none"> <li>FFT Reading Fluency Assessment - Baseline</li> </ul>	<ul style="list-style-type: none"> <li>NFER Year 2 Reading – Autumn Term</li> <li>White Rose Maths – Autumn Term</li> <li>Year 2 SATs Reading Paper 1 Past Paper</li> <li>FFT Reading Fluency Assessment</li> </ul>		<ul style="list-style-type: none"> <li>NFER Year 2 Reading – Spring Term</li> <li>White Rose Maths – Spring Term</li> <li>Year 2 SATs Reading Paper 1 and 2 Past Papers</li> <li>Year 2 SATs Maths Papers 1 and 2 Past Papers</li> <li>FFT Reading Fluency Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 SATs (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>FFT Reading Fluency Assessment</li> <li>Year 1 Phonics Screening Check Retakes</li> </ul>
<b>Maths</b>	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Shape</p>	<p>Money</p> <p>Multiplication and Division</p>	<p>Measurement – Height, Weight, Capacity, Volume, Temperature</p>	<p>Fractions</p> <p>Recap and Assessment Practise</p>	<p>Time</p> <p>Position and Direction</p>
<b>English</b>	<p><b>Character Description</b></p> <p><b>Text Driver</b> - <i>The Adventures of Egg Box Dragon</i> by Richard Adams and Alex T. Smith</p> 	<p><b>Setting Descriptions</b></p> <p><b>Text Driver</b> - <i>Wild</i> by Emily Hughes</p> 	<p><b>Diary Entries</b></p> <p><b>Text Driver</b> - <i>The Diary of a Killer Cat</i> by Anne Fine</p> 	<p><b>Alternative Narrative</b></p> <p><b>Text Driver</b> - <i>Little Red and the Very Hungry Lion</i> by Alex T. Smith</p> 	<p><b>Alternative Narrative – Giant Fruit Story</b></p> <p><b>Text Driver</b> - <i>Pattan's Pumpkin</i> by Chitra Soundar and Frané Lessac</p> 	<p><b>Biographies</b></p> <p><b>Text Driver</b> - <i>Fantastically Great Women Who Changed the World</i> by Kate Pankhurst</p> 
<b>Reading and Writing</b>	<p><b>Non-chronological report on royal pets</b></p> <p><b>Text Driver</b> - <i>Royal Animals: An Illustrated History</i> by Julia Golding and Emily Sutton</p> 	<p><b>Alternative Poetry Verses</b></p> <p><b>Text Driver</b> – <i>Leap Like a Leopard</i> by John Foster</p> 	<p><b>Scripts, writing a news report</b></p> <p><b>Text Driver</b> - <i>Putting on a Play: The Great Fire of London</i> by Tony Bradman</p> 	<p><b>Letter Writing</b></p> <p><b>Text Driver</b> - Filmic Text: <i>There's a Rang-Tan in my bedroom.</i></p> 	<p><b>Instructions for Fruit Salad</b></p> <p><b>Text Driver</b> - <i>Oliver's Fruit Salad</i> by Vivian French</p> 	<p><b>Humorous Poetry Verse</b></p> <p><b>Text Driver</b> – <i>Scissors</i> from <i>Please Mrs Butler</i> by Allan Ahlberg</p> 
<b>English Additional Class Stories</b>	<ul style="list-style-type: none"> <li><i>The Queen's Handbag</i> by Steve Antony</li> <li><i>A Bear Called Paddington</i> by Michael Bond</li> <li><i>Who has seen the wind</i> poem by Christina Rossetti</li> </ul>	<ul style="list-style-type: none"> <li><i>The Hodgeheg</i> by Dick King Smith</li> <li><i>Voices in the Park</i> by Antony Browne</li> <li><i>'Twas the Night Before Christmas</i> poem by Clement Clarke Moore</li> </ul>	<ul style="list-style-type: none"> <li><i>Animal Tales from India: Ten Stories from the Panchatantra</i> by Nikita Gill &amp; Chaaya Prabhat</li> <li><i>The Wolf Story: What Really Happened to Little Red Riding Hood</i> by Toby Forward</li> <li><i>The True Story of the Three Little Pigs</i> by Jon Scieszka</li> <li><i>The Three Little Wolves + the Big Bad Pig</i> by Eugene Trivizas</li> </ul>	<ul style="list-style-type: none"> <li><i>James and the Giant Peach</i> by Roald Dahl</li> <li><i>The Frog</i> poem by Hilaire Belloc</li> </ul>	<ul style="list-style-type: none"> <li><i>Magic Faraway Tree</i> by Enid Blyton</li> <li><i>Friends</i> poem by Abbie Farwell Brown</li> </ul>	<ul style="list-style-type: none"> <li><i>My Shadow</i> poem by Robert Louis Stevenson</li> <li><i>Flat Stanley</i> by Jeff Brown</li> </ul>

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<b>History (3 terms)</b>	<p><b>How were the lives of Queen Elizabeth I and Queen Elizabeth II different?</b></p> <p>The children learn about the lives of significant individuals in the past who have contributed to national achievements.</p> <ul style="list-style-type: none"> <li>Who is Queen Elizabeth II and what is life like for her?</li> <li>What has happened in her life and what has she celebrated?</li> <li>Who was Queen Elizabeth I and what was life like for her?</li> <li>What happened in her life and what did she celebrate?</li> <li>How are the two queens similar and different?</li> <li>What will the two queens be remembered for?</li> </ul>		<p><b>What can we learn from the Great Fire of London?</b></p> <p>The children learn about events beyond living memory that are significant nationally.</p> <ul style="list-style-type: none"> <li>What was London like before the fire?</li> <li>What happened during the Fire?</li> <li>How do we know about the Great Fire of London?</li> <li>Why did the fire stop?</li> <li>What was London like after the fire?</li> <li>How has the Great Fire changed our lives?</li> </ul>			<p><b>Who has stood up for what they believe in and how?</b></p> <p>The children learn about the lives of significant individuals in the past who have contributed to international achievements.</p> <ul style="list-style-type: none"> <li>Which figures in history have stood up for what they believe in?</li> <li>What happened to Rosa Parks?</li> <li>What impact has Rosa Parks had on people's lives?</li> <li>What has happened in Greta Thunberg's life so far?</li> <li>What impact has Greta Thunberg had on our world?</li> <li>How are the lives of Rosa and Greta similar and different?</li> </ul>
<b>Geography (3 terms)</b>		<p><b>What shapes life in Faringdon?</b></p> <p>Children learn about the physical features and landscapes of Oxfordshire including the Ridgeway and The Thames.</p> <ul style="list-style-type: none"> <li><b>What are physical geographical features?</b> Revisit human and physical with focus on physical</li> <li><b>Where is Oxfordshire in the UK?</b> Label maps of local counties, Thames etc.</li> <li><b>What does Faringdon look like?</b> Map work- aerial photography, compare map styles- OS maps.</li> <li>Trip up Folly to spot physical features of landscape- field sketches</li> <li><b>What are the physical features around Faringdon?</b> Draw own map with simple key.</li> <li><b>Which matters more, human or physical features?</b> Extended writing opportunity.</li> </ul>		<p><b>How hot is our Earth?</b></p> <p>Children learn about the location of the hot and cold regions of the Earth. Children know the difference between climate and weather.</p> <ul style="list-style-type: none"> <li><b>What is the weather like in Faringdon?</b>- recall from Year 1 science.</li> <li><b>What is the difference between climate and weather?</b></li> <li><b>Is the climate the same everywhere?</b> Climate zones- north/south pole and equator- globes</li> <li><b>How do we know the climate is different?</b> Temperature- reading thermometers and comparing climate zones.</li> <li><b>Why do animals choose their home?</b> Predicting the home of animals around the world map</li> <li><b>Which climate zone would you choose to live in and why?</b></li> </ul>	<p><b>How does Faringdon compare to a place in India? (Kerela)</b></p> <p>Children broaden their global knowledge by naming and locating the seven continents and five oceans. They are able to Understand similarities and differences of human and physical geography in UK and non-European country.</p> <ul style="list-style-type: none"> <li><b>Where are the continents and oceans on a map of the world?</b> (N/S/E/W)</li> <li><b>Where is India?</b> Map to compare with England. Key information eg. flags, capital cities.</li> <li><b>What are the human and physical features of India?</b></li> <li><b>What is it like living in India?</b> Experience opportunity.</li> <li><b>How is life in India different to the UK?</b> Assessment opportunity- <b>How is the world different?</b> Link to learning from last two years- poster, fact page- children's choice.</li> </ul>	

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<b>Science</b>	<p><b>Uses of everyday materials</b> <b>How do we choose the right material for a job?</b></p> <p>The children learn about the suitability of a variety of everyday materials for their purpose.</p> <p>1. <b>What are objects made from and why?</b> (Revisit: YR1 naming materials, properties and objects. <i>Focus:</i> identifying common materials and their uses)</p> <p>2. <b>How can I describe and compare the properties of different materials?</b> (Revisit: YR1 properties: hard/soft, stretchy/stiff, rough/smooth, bendy/not bendy, absorbent/not absorbent, waterproof/not waterproof, opaque/transparent. <i>Focus:</i> vocabulary- introduce flexibility)</p> <p>3. <b>Which material is best for the job?</b> (Revisit: YR1 distinguishing between object and material – e.g. a window is made of glass. <i>Focus:</i> matching materials to their suitable uses based on properties)</p> <p>4. <b>How can we change the shape of a material?</b> (<i>Focus:</i> exploring flexibility and changes to shape through manipulation)</p> <p>5. <b>Which material is the strongest?</b> (<i>Focus:</i> investigation – such as use materials to make simple bridges and test to see which one is the strongest)</p> <p>6. <b>How did Charles Macintosh help us stay dry?</b> TAPs assessment- Waterproof</p>	<p><b>Animals, including humans</b> <b>Do all animals look like smaller versions of their parents?</b></p> <p>The children learn about animals and their offspring. They will learn about a variety of animal life cycles and find out what animals need to survive?</p> <p>1. <b>What do animals, including humans, need to survive?</b> (Revisit: YR1: mammals, birds, fish, reptiles, amphibians <i>Focus:</i> food, water, air, shelter)</p> <p>2. <b>Which offspring belongs to which animal?</b> (Revisit: YR1 describing animal body structures: wings, fins, fur, etc. <i>Focus:</i> baby animals often share some physical features with their parents e.g. fur, body shape- mammals usually look like their parents, some baby animals look different from their parents)</p> <p>3. <b>How do animals change as they grow?</b> (<i>Focus:</i> life cycles and stages of growth)</p> <p>4. <b>Do we all grow the same?</b> TAPs assessment – handspan</p> <p>5. <b>How can I stay healthy?</b> (<i>Focus:</i> balanced diet, exercise, hygiene, sleep)</p> <p>6. <b>Do we need exercise?</b> (<i>Focus:</i> notice that exercise affects our bodies – focus on observing and description – tired, heart beats faster, breathing.)</p> <p>7. <b>What happens to germs if I do not wash my hands?</b> (<i>Focus:</i> hygiene – What are germs/bacteria? Glitter experiment to show transfer – how do we get rid of bacteria? Pepper and soap experiment)</p>	<p>Term 3 is focussed on investigations relating to working scientifically. The children will ask questions and answer them, set up simple experiments, they will compare and learn about fair testing. They will have the opportunity to observe and take measurements using a range of equipment. They will gather data, record and present their findings in a variety of ways to help answer a question. The children will use their knowledge and learning to make predictions. They will use their findings to draw simple conclusions, suggest improvements and raise further questions.</p>	<p><b>Living things and their habitats</b> <b>Do all animals look like smaller versions of their parents?</b></p> <p>The children learn about animals and their offspring. 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Glitter experiment to show transfer – how do we get rid of bacteria? Pepper and soap experiment)</p>	<p><b>Living things and their habitats</b> <b>Do all food chains start with a plant?</b></p> <p>The children will learn about food chains and how living things depend on each other.</p> <p>1. <b>How do different animals and plants depend on each other?</b> (<i>Focus:</i> where do animals and plants obtain their food from - simple food chains)</p> <p>2. <b>How can we help protect living things and their habitats?</b> (<i>Focus:</i> environmental responsibility – caring for local habitats, pollution)</p> <p>3. <b>How did Rachel Carson help us care for living things and their habitats?</b></p> <p>4. TAPs assessment – Feeding simulation</p>	<p><b>Plants</b> <b>How do I keep a plant healthy?</b></p> <p>The children will set up a simple test to find out what plants need to grow, stay healthy and survive. They will observe over time.</p> <p>1. <b>What are the different parts of a plant and what do they do?</b> (Revisit: YR1 naming parts of a plant. Revisit YR2 how we know a plant is a living thing: MRS GREN. <i>Focus:</i> introduce basic functions e.g. roots help hold the plant in the ground and take in water, stem holds the plant up and carries water, leaves catch the sunlight, flowers make seeds)</p> <p>2. <b>What do plants need to grow and stay healthy?</b> (Revisit: YR1 cress investigation – needs: water, light, warmth. <i>Focus:</i> understanding basic needs – water, light, warmth and soil)</p> <p>3. <b>How can we find out what plants need to grow well?</b> (<i>Focus:</i> planning and carrying out simple test – growing seeds with/without sunlight, with/without water – observe over time: sketches, describe changes.)</p> <p>4. <b>How does a seed grow into a plant?</b> (<i>Focus:</i> life cycle of a plant including germination and growth steps)</p> <p>5. <b>Do all plants have seeds and where can we find them?</b> (<i>Focus:</i> seeds often found in flowers and fruits – most plants grow from seeds, but some grow from bulbs, spores or cuttings – look at and compare a variety of seeds and bulbs)</p> <p>6. <b>What plants grow in our local area?</b> (Revisit: YR1 – identifying and naming common wild and garden plants. <i>Focus:</i> observational skills on the school grounds)</p> <p>7. <b>Which parts of a plant can we eat?</b> (<i>Focus:</i> explore different parts of a plant (use real examples to look at): root (carrot), stem, (celery), leaf (spinach), flower (broccoli), fruit (apple), seed (peas) – could create a plant part's we eat plate/poster)</p>

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<b>RE</b>	<b>Is it possible to be kind to everyone all the time?</b> Religion: Christianity - What did Jesus teach? <ul style="list-style-type: none"> <li>Can you remember something Jesus said or did to be kind?</li> <li>Can you retell a story Jesus told about being kind or give an example of when Jesus showed kindness?</li> <li>Can you list some ways Christians try to follow Jesus' example of being kind?</li> </ul>		<b>Does praying at regular intervals everyday help a Muslim in his/ her everyday life?</b> Religion: Islam - Prayer at home <ul style="list-style-type: none"> <li>Can you remember some things about Muslim prayer?</li> <li>Can you use the right words to describe how Muslims pray and begin to explain why they do this?</li> <li>Can you describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives?</li> </ul> <b>Does going to the mosque give Muslims a sense of belonging?</b> Religion: Islam - Community and Belonging <ul style="list-style-type: none"> <li>Can you use the right words to describe what Muslims do and feel when they attend prayer at the mosque?</li> <li>Can you explain what happens when Muslims pray alone or at the mosque?</li> <li>Can you describe how a Muslim achieves a sense of belonging through praying?</li> </ul>		<b>What is the best way for a Jew to show commitment to God?</b> Religion: Judaism - Rites of Passage and Good Works <ul style="list-style-type: none"> <li>Can you use the right names for things that are special to Jews?</li> <li>Can you talk about one of the ways that Jews show commitment to God?</li> <li>Can you describe some ways that Jews choose to show commitment to God and understand that they might do this in different ways?</li> </ul>	
<b>PSHE</b> Jigsaw Scheme of Work	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Design and Technology or Art</b>	<b>Design and Technology – How can we transport the King's terrier?</b> Mechanisms - Wheels and axles	<b>Art – Sculpture Using Clay</b> Artist Study – Henry Moore and Barbara Hepworth	<b>Art – Ink Collage</b> Artist Study – Clare Youngs	<b>Design and Technology – How can we make a healthy, snack?</b> Fruit preparation – including previously taught skills; chopping, cutting, grating and new skills; squeezing and slicing.	<b>Art – Painting Abstract Portraits</b> Artist Study – Pablo Picasso	<b>Design and Technology – How can we use puppets to tell stories about people who stood up for what they believe in?</b> Textiles – looking at joining methods
<b>Music</b> Charanga New Model Music Scheme of Work	<b>How does music help us to make friends?</b> Focusing on pulse, rhythm and pitch		<b>How does music make the World a better place?</b> Focusing on inventing a musical story		<b>How does music make us happy?</b> Focusing on exploring improvisation	
<b>Computing (3 terms)</b>	<b>How do we use information technology beyond school and home?</b>  <b>How can I create my own digital texts?</b>		<b>How can I program the Blue-Bots to find their way safely around the Great Fire of London?</b>		<b>How can I program an interactive game?</b>	
<b>Online Safety</b> (Planning and Resources from National College/ National Online Safety)	<b>Online Reputations</b>  <b>Managing Online</b>	<b>Online Bullying</b>	<b>Copyright and Ownership</b>	<b>Health, Wellbeing and Lifestyle</b>	<b>Online Relationships</b>  <b>Privacy and Security</b>	<b>Self-Image and Identity</b>

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<b>PE and Games</b>	Fundamentals	Ball skills	Invasion games	Sending and receiving	Striking and fielding	Athletics – Sports Day
	Gym	Fitness	Dance	Yoga	Target games	Net and wall games
<b>Trips and Experiences</b>			Trunk theatre performance.		Trip to Westonbirt Arboretum	